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MARCH 1968

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A MONTHLY ABSTRACT JOURNAL

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Division of Information Technology and Dissemination—Lee G. Burchinal, Director

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introduction

RESEARCH IN EDUCATION is prepared monthly by the Educational Resources Information Center (ERIC) to ensure immediate accessibility of reports of significance to educators. RESEARCH IN EDUCATION includes information about reports received from research projects funded by the U. S. Office of Education as well as other reports collected by the 18 clearinghouses that comprise the national ERIC network. RESEARCH IN EDUCATION also includes information about current projects supported through the Bureau of Research, U.S. Office of Education.

catalog organization

RESEARCH IN EDUCATION is made up of resumes and indexes. The resumes highlight the significance of each document and are numbered sequentially with either ED prefixes or EP prefixes. The ED prefix identifies ERIC selected documents of educational significance; the EP prefix identifies current Office of Education research projects.

The indexes which follow the resumes in each edition cite the contents by:

Subjects
Authors and investigators
Institutions

Each index entry contains the appropriate ED or EP number so that the reader can readily refer to the corresponding sequential resume number.

document orders

Most of the documents cited with an ED prefix number are available for purchase at a reasonable cost. Availability and prices are announced on the last line of each document citation. If an EDRS price is quoted the document is available for purchase through the ERIC Document Reproduction Service. Documents are not available, however, for the current research projects (numbered with EP prefixes). Additional information on ordering documents is presented on the last page of this catalog.

March 1968

Volume 3, Number 3

research in education

ED 013 340 - 013 968 / EP 010 990 - 010 996

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availability of reports

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EDRS
The National Cash Register Company
Box 2206
Rockville, Maryland 20852

The prices for microfiche also have been changed. The price for individual orders has been increased to 25 cents per fiche for individual titles; the price for standing orders (for all ERIC documents) has been reduced to 8.4 cents per fiche.

To compute the cost of individual microfiche announced prior to January 1, 1968, use the following table:

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.27	.75	.72	2.00
.36	1.00	.81	2.25
.45	1.25	.90	2.50

The price of hard copy for all reports, past and future, remains unchanged at 4 cents per page of each document.

document section

document section

document resumes

Accession Number--an identification number sequentially assigned to documents as they are processed.

Title of document.

Author(s) of document.

Report Number--number assigned by originator of document

Contract or Grant Number--when applicable

EDRS Price--price of the document through the ERIC Document Reproduction Service. "MF" means microfiche; "HC" means hard copy.

Descriptors--the subject terms assigned by an indexer to characterize the substantive contents of a document. Only the major terms, preceded by an asterisk, are printed in the index.

SAMPLE ENTRY

ED 000 000

A STUDY OF THE OPTIMUM PHYSICAL VIEWING CONDITIONS FOR A REAR PROJECTION DAYLIGHT SCREEN.

BY- ASH, PHILIP

PENNSYLVANIA STATE UNIV., UNIVERSITY PARK

REPORT NUMBER CRP-234

CONTRACT/GRANT OEC-6-12-01234-0033

EDRS PRICE MF-\$0.27 HC-\$1.06

231 P

DESCRIPTORS- *AUDIOVISUAL AIDS, *CABINET-TYPE PROJECTOR, ACHIEVEMENT, EQUIPMENT, TEACHING METHODS, *VIEWING CONDITIONS, INSTRUCTIONAL FILM, TEACHING METHODS, FILMS.

AN EXPERIMENT WAS DESIGNED TO DISCOVER THE DIFFERENCES IN LEARNING THAT COULD BE ATTRIBUTED TO DIFFERENCES IN ROOM ILLUMINATION, VIEWING ANGLE, AND DISTANCE FROM THE SCREEN AS THEY RELATED TO THE CABINET-TYPE PROJECTOR. PARTICIPANTS WERE 721 NAVY TRAINEES. THEIR TASK CHOSEN WAS TO ASSEMBLE THE BREECH BLOCK OF AN ANTI-AIRCRAFT GUN. ALTHOUGH MOST TRAINEES COULD NOT PERFORM THE TASK WITHOUT INSTRUCTION, THEY LEARNED THE ASSEMBLY IN A FEW MINUTES WITH AN APPROPRIATE FILM. HALF OF THEM SAW THE FILM UNDER DAYLIGHT ILLUMINATION CONDITIONS. THE OTHER HALF SAW THE FILM UNDER DARKENED ROOM CONDITIONS. A TEST WAS SET UP WITH 50 SEATING POSITIONS AT VARYING ANGLES OF VIEW AND AT VARYING DISTANCES FROM THE SCREEN. THE TRAINEES WERE TESTED AFTER THEY SAW THE FILM. PERFORMANCE WAS BETTER UNDER DAYLIGHT CONDITIONS IN THE OPTIMUM VIEWING AREA. OPTIMUM VIEWING WAS WITHIN 30 DEGREES OF THE CENTER LINE AND WITHIN 12 SCREEN WIDTHS OF THE SCREEN. THESE FACTORS SHOULD BE TAKEN INTO CONSIDERATION IN TRAINING SITUATIONS WHEN TRAINEES PRACTICE A SKILL DURING A FILM SHOWING. (CG)

Abstractor's initials.

Code for Office of Education legislative program which supported research activity. (when applicable)

Clearinghouse accession number

CG 000 036

24

Organization at which document originated.

Date document was published

Informative Abstract--a condensation of the document in about 200 words. When applicable, it includes the purpose, procedure, results, and conclusions of the research activity.

ED 013 340 24 AA 000 192

AXELROD, JOSEPH

NEW PATTERNS IN UNDERGRADUATE EDUCATION-EMERGING CURRICULUM MODELS FOR THE AMERICAN COLLEGE. NEW DIMENSIONS IN HIGHER EDUCATION, NUMBER 15.

DUKE UNIV., DURHAM, N.C.

REPORT NUMBER BR-6-1722-15

PUB DATE APR 67

CONTRACT OEC-2-6-061722-1742

EDRS PRICE MF-\$0.50 HC-\$2.92 71P.

DESCRIPTORS *CREDITS, *CURRICULUM, *HIGHER EDUCATION, *MODELS, *PROFESSORS, *STUDENTS,

THIS REVIEW OF A LITERATURE SEARCH PRESENTS A DESCRIPTION OF NEW MODELS OF UNDERGRADUATE CURRICULUMS THAT ARE COMING INTO EXISTENCE AND COMPARES THE PURPOSES OF THESE NEW MODELS WITH THE WEAKNESSES OF THE OLD MODELS THAT THE NEW MODELS SEEK TO CORRECT. THE NEW MODELS OF UNDERGRADUATE EDUCATION ARE SEEKING TO CREATE, EVEN ON THE LARGEST CAMPUSES, RELATIVELY SMALL PRIMARY GROUPS CONSISTING OF FACULTY MEMBERS AND STUDENTS WHO DEVELOP CLOSE TIES AND WHO CARE ABOUT ONE ANOTHER. THE NEW MODELS HAVE LIBERATED THEMSELVES FROM THE BREADTH-DEPTH CONTROVERSY BY DISCOVERING NEW PRINCIPLES OF UNITY IN UNDERGRADUATE PROGRAMS. THE NEW MODELS ARE TRYING TO BREAK DOWN THE CLASSROOM WALLS AND UNITE BOOKS WITH DIRECT EXPERIENCE TO BUILD A NEW KIND OF CURRICULAR STRUCTURE. THE NEW MODELS ARE ATTEMPTING TO REDEFINE TEACHING AND LEARNING. THEY ASK THE PROFESSOR TO BE, AND ACT LIKE, A LEARNER, ARGUING THAT THIS IS A WAY OF BECOMING A BETTER TEACHER. ALSO THEY ASK THE LEARNER TO PARTICIPATE IN TEACHING, ARGUING THAT THIS IS A WAY OF BECOMING A BETTER STUDENT. THE NEW CURRICULAR MODELS ARE DISSATISFIED WITH THE OLD GRADE AND CREDIT STRUCTURE IN ALL OF ITS ASPECTS. THE AUTHOR STATES THAT AFTER THE NEW MODELS HAVE PASSED THROUGH THEIR INITIAL STAGE OF USE, THEIR FORMULATORS AND USERS WILL FIND THE TASK OF REFINING AND CORRECTING THEIR DIFFICULT AND PERHAPS IMPOSSIBLE. HE CONCLUDES (1) IT IS CRUCIAL DURING THE FORMATIVE YEARS TO TEST AND REFINER THE PRINCIPLES ON WHICH THE NEW MODELS ARE BASED AND TO JUDGE THE AVENUES BY WHICH THOSE PRINCIPLES ARE BEING, AND CAN BE, PUT INTO PRACTICE, AND (2) IF THE NEW MODELS ARE WIDELY FOLLOWED, THEY WILL CHANGE THE FACE AND SPIRIT OF AMERICAN UNDERGRADUATE EDUCATION. (TC)

ED 013 341 24 AA 000 193

MCKEACHIE, WILBERT J.

NEW DEVELOPMENTS IN TEACHING. NEW DIMENSIONS IN HIGHER EDUCATION, NUMBER 16.

DUKE UNIV., DURHAM, N.C.

REPORT NUMBER BR-6-1722-16

PUB DATE APR 67

CONTRACT OEC-2-6-061722-1742

EDRS PRICE MF-\$0.50 HC-\$4.48 110P.

DESCRIPTORS *COLLEGE INSTRUCTION, *EDUCATIONAL CHANGE, *EFFECTIVE TEACHING, *METHODS RESEARCH, *TEACHING METHODS, AUDIOVISUAL AIDS, CLASS SIZE, DISCUSSION (TEACHING TECHNIQUE), DISCUSSION GROUPS, EDUCATIONAL NEEDS, LITERATURE RE-

VIEWS, PROGRAMED INSTRUCTION, TEACHING TECHNIQUES.

RESEARCH ON TEACHING METHODS WAS REVIEWED TO DETERMINE WHAT IS KNOWN ABOUT ACHIEVING EFFECTIVE TEACHING. EMPHASIS WAS PLACED ON EMPIRICAL RESEARCH, BOTH HISTORICAL AND CONTEMPORARY, RATHER THAN THEORETICAL INNOVATIONS. DISCUSSIONS WERE PRESENTED ON (1) COURSE CONTENT AND CLASS SIZE, (2) TRADITIONAL TEACHING METHODS OF LECTURE AND DISCUSSION EMPHASIZING STUDENT-CENTERED DISCUSSIONS AND INSTRUCTORLESS STUDENT DISCUSSION GROUPS, AND (3) NEW TEACHING METHODS (EXPERIMENTAL LEARNING, PROGRAMED LEARNING, INDEPENDENT STUDY, LABORATORY METHODS, AND AUDIOVISUAL AIDS). CONCLUSIONS INDICATED THAT THERE WAS NO ONE BEST METHOD FOR ALL GOALS, STUDENTS, OR TEACHERS, BUT THAT THE BEST METHOD IS A FUNCTION OF EACH OF THESE. INDICATIONS WERE ALSO MADE THAT THERE HAS BEEN CONSIDERABLE IMPROVEMENT IN THE MAJOR AREAS REVIEWED. AN IMPLICATION OF THESE FINDINGS INDICATED THAT ONE SHOULD EXPECT TO FIND A VARIETY OF TEACHING METHODS AND THAT TEACHERS SHOULD DEVELOP A VARIETY OF SKILLS. (RS)

ED 013 342

AA 000 194

GILL, CLARK C. CONROY, WILLIAM

KEY IDEAS ABOUT LATIN AMERICA. BULLETIN NUMBER 4.

TEXAS UNIV., AUSTIN

REPORT NUMBER BULL-4-1967

REPORT NUMBER BR-6-1183-BULL-4

PUB DATE 67

EDRS PRICE MF-\$0.25 HC-\$1.60 40P.

DESCRIPTORS *AREA STUDIES, *CURRICULUM DEVELOPMENT, *CURRICULUM PLANNING, *LATIN AMERICAN CULTURE, *SOCIAL STUDIES, ECONOMICS, GEOGRAPHY, HISTORY, SOCIOLOGY.

SELECTED KEY IDEAS CONTAINED IN THIS BULLETIN ABOUT LATIN AMERICA ARE ORGANIZED AROUND SIX CATEGORIES AND ARE MEANT AS SUGGESTIONS FOR CURRICULUM BUILDING AND EMPHASIS IN A SOCIAL STUDIES CLASS. THE SIX CATEGORIES ARE-(1) THE PHYSICAL ENVIRONMENT, (2) HISTORICAL BACKGROUNDS, (3) CONTEMPORARY SOCIETY AND THE FAMILY, (4) CONTEMPORARY CULTURE, (5) CONTEMPORARY ECONOMIES, AND (6) CONTEMPORARY POLITICS, GOVERNMENT, AND INTERNATIONAL RELATIONS. SOCIAL STUDIES TEACHERS AT BOTH THE ELEMENTARY OR SECONDARY LEVEL SHOULD FIND THESE IDEAS A USEFUL BASIS FOR THEIR CURRICULUM SINCE MANY OF THE TOPICS CAN BE INTRODUCED IN A SIMPLIFIED FORM IN EARLY GRADES AND DEVELOPED PROGRESSIVELY THROUGH SENIOR HIGH SCHOOL. ONE OF THE PRINCIPAL ASSUMPTIONS OF THIS PROJECT IS THAT THE TEACHER IS THE FOCAL POINT OF ANY PROGRAM WHICH PURPORTS TO STRENGTHEN INSTRUCTION ABOUT LATIN AMERICA AND THAT NEW CURRICULA AND NEW MATERIALS WILL BE OF LITTLE CONSEQUENCE UNLESS TEACHERS THEMSELVES ARE WELL INFORMED. A SUGGESTED TEACHING STRATEGY ADVISES THE INDUCTIVE APPROACH, STARTING WITH FACTS AND THEN MOVING TOWARD CONCEPTUALIZING AND GENERALIZING. THE BULLETIN EMPHASIZES ENDS AND NOT MEANS, GENERALIZATIONS AND NOT DETAILS, LATIN AM-

ERICA AS A WHOLE AND NOT INDIVIDUAL COUNTRIES. RELATED REPORTS ARE ED 012 365, ED 012 832, AND ED 012 833. (PM)

ED 013 343 48

AA 000 195

CARROLL, JOHN B.

THE FOREIGN LANGUAGE ATTAINMENTS OF LANGUAGE MAJORS IN THE SENIOR YEAR-A SURVEY CONDUCTED IN U.S. COLLEGES AND UNIVERSITIES.

HARVARD UNIV., CAMBRIDGE, MASS.

REPORT NUMBER BR-5-1255

PUB DATE 67

CONTRACT OEC-4-14-048

EDRS PRICE MF-\$1.25 HC-\$10.92 273P.

DESCRIPTORS *COLLEGE LANGUAGE PROGRAMS, *LANGUAGE PROFICIENCY, *MODERN LANGUAGES, *RESEARCH, *TEACHER EDUCATION, FLES PROGRAMS, FOREIGN SERVICE INSTITUTE (FSI), FSI PROFICIENCY RATINGS, LANGUAGE ABILITY, LANGUAGE INSTRUCTION, LANGUAGE TESTS, MEASUREMENT, MLA PROFICIENCY TESTS, MODERN LANGUAGE ATTITUDE TEST (MLAT), PROGRAM EVALUATION COLLEGE STUDENTS, STUDENT CHARACTERISTICS, STUDENT EVALUATION, STUDENT MOTIVATION, STUDY ABROAD.

A STUDY WAS MADE OF THE LEVELS OF PROFICIENCY ATTAINED BY FOREIGN LANGUAGE MAJORS IN U.S. COLLEGES AND UNIVERSITIES, AND OF THE FACTORS ASSOCIATED WITH THE ATTAINMENTS OF THESE LEVELS. THE MLA FOREIGN LANGUAGE PROFICIENCY TESTS FOR TEACHERS AND ADVANCED STUDENTS WERE ADMINISTERED IN 1965 TO 2,776 SENIORS MAJORING IN FRENCH, GERMAN, ITALIAN, RUSSIAN, OR SPANISH AT 203 INSTITUTIONS. ALSO USED IN THE STUDY WERE THE CARROLL-SAPON MODERN LANGUAGE ATTITUDE TEST AND QUESTIONNAIRES FOR MAJORS AND DEPARTMENT CHAIRMEN. THE RESULTING DATA PROVIDED NEW EVIDENCE ON A NUMBER OF ISSUES SIGNIFICANT IN THE SELECTION AND TRAINING OF FUTURE LANGUAGE TEACHERS, THOUGH CONCLUSIONS MUST BE DRAWN WITH CAUTION. AMONG THE STUDENTS SAMPLED THERE WAS A GENERALLY LOW ACHIEVEMENT ON LISTENING AND SPEAKING SKILLS. THERE WAS EVIDENCE THAT TIME SPENT ABROAD HAS A POTENT EFFECT ON A STUDENT'S LANGUAGE SKILLS, THAT STUDENTS OF SPANISH OR FRENCH WHO STARTED THE LANGUAGE IN ELEMENTARY SCHOOL AND CONTINUED IT TENDED TO HAVE AN ADVANTAGE OVER OTHER MAJORS, THAT THOSE FROM HOMES WHERE FOREIGN LANGUAGE WAS SPOKEN ATTAINED GREATER COMPETENCE, AND THAT MANY LOW-APTITUDE STUDENTS ARE ABLE TO COMPENSATE BY DILIGENT STUDY AND PRACTICE OR BECAUSE OF SPECIAL OPPORTUNITIES SUCH AS STUDY ABROAD. MALES AND FEMALES WERE EQUAL IN LANGUAGE LEARNING ABILITY. STUDENTS AT LARGER INSTITUTIONS OUTPERFORMED THOSE AT SMALLER ONES, AND STUDENTS AT PRIVATE INSTITUTIONS DID BETTER THAN THOSE AT PUBLIC ONES. STATISTICAL DATA ARE PRESENTED IN 99 TABLES AND 13 FIGURES AND OTHER BACKGROUND INFORMATION IS CONTAINED IN FIVE APPENDICES. (AM)

ED 013 344

AA 000 196

LAFFEY, JAMES L.

RECENT REVIEWS AND BIBLIOGRAPHIC RESOURCES FOR READING RESEARCH. ERIC/CRIER READING REVIEW SERIES, VO-

LUME 1, BIBLIOGRAPHY 1.
INDIANA UNIV., BLOOMINGTON, ERIC CH.
ON READING
PUB DATE AUG 67
EDRS PRICE MF-\$0.50 HC-\$3.60 88P.

DESCRIPTORS *ANNOTATED BI-
BLIOGRAPHIES, *LANGUAGE ARTS,
*READING RESEARCH, *RESEARCH AR-
TICLES (PUBLICATIONS), ADULT STU-
DENTS, CLEARINGHOUSE ON RETRIEVAL
OF INFORMATION AND EVALUATION ON
READING, COLLEGE STUDENTS, ELEMEN-
TARY GRADES, INDIANA UNIVERSITY, SE-
CONDARY GRADES.

DESCRIPTIVE ABSTRACTS OF ESPECI-
ALLY USEFUL DOCUMENTS RELATED TO
READING RESEARCH AND PUBLISHED
BETWEEN 1967 AND 1968 ARE PRESENTED.
ARTICLES WHICH REVIEWED RESEARCH,
ANALYZED TOPICS IN READING, OR PRO-
VIDED FAIRLY EXTENSIVE LISTS OF REF-
ERENCES ARE INCLUDED. THE PUBLICA-
TION PRESENTS 259 ENTRIES ARRANGED
ALPHABETICALLY BY YEAR AND CON-
TAINS AN AUTHOR INDEX. THE BIB-
LIOGRAPHY CAN BE UTILIZED TO GAIN A
GENERAL IDEA OF THE EXISTING SOURCES
OF RESEARCH INFORMATION RELAT-
ED TO READING. ALL ITEMS IN THE BIB-
LIOGRAPHY HAVE APPEARED IN THE
PUBLISHED LITERATURE AND CAN BE
LOCATED IN LIBRARIES WITH GOOD COL-
LECTIONS OF JOURNAL LITERATURE IN
PSYCHOLOGY AND EDUCATION. (RH)

ED 013 345 AA 000 197

SQUIRES, CARLE.
CURRENT PRACTICES OBSERVED IN DE-
SIGN AND DRAFTING OCCUPATIONS.
MARICOPA COUNTY JUNIOR COLL. DIST.
PHOENIX, ARIZ.

ARIZONA STATE DEPT. OF VOCATIONAL
EDUC., PHOENIX

PUB DATE 66
EDRS PRICE MF-\$0.75 HC-\$5.24 129P.

DESCRIPTORS *DESIGN, *DRAFTING,
*INDUSTRY, *PERSONNEL POLICY, *PHY-
SICAL FACILITIES, ARIZONA, CURRICU-
LUM DEVELOPMENT, EDUCATIONAL
NEEDS, EMPLOYMENT PRACTICES, MARI-
COPA COUNTY, OBSERVATION, OCCUPA-
TIONAL SURVEYS, ORGANIZATION, PRO-
GRAM IMPROVEMENT, TECHNICAL EDU-
CATION, TRADE AND INDUSTRIAL EDU-
CATION.

DATA WHICH HAD SIGNIFICANCE FOR
DESIGN AND DRAFTING CURRICULUMS
WERE COLLECTED BY DIRECT OBSERVA-
TION OF 21 DESIGN AND DRAFTING FAC-
TORS WITHIN 16 SELECTED INDUSTRIAL
COMPANIES EMPLOYING 869 DESIGNERS
AND DRAFTSMEN. OBSERVATIONS COVERED
(1) THE NUMBER OF DESIGN AND
DRAFTING EMPLOYEES, (2) THE SYSTEM
OF DRAFTING ROOM ORGANIZATION, (3)
JOB CLASSIFICATIONS, (4) HIRING,
TRAINING, AND PROMOTION PRACTICES,
(5) PHYSICAL FACILITIES, (6) DRAWING
MATERIALS, STANDARDS, AND SPECIAL
DEVICES AND TECHNIQUES, (7) METHODS
OF HANDLING CHANGE ORDERS AND
CHECKING AND STORING DRAWINGS, (8)
WOMEN IN THE OCCUPATIONAL AREA,
AND (9) UNIQUE DETAIL DRAFTING
PRACTICES. THE COMPANIES OBSERVED
WERE ENGAGED IN (1) ELECTRO-ME-
CHANICAL DESIGN AND DRAFTING, (2)
MECHANICAL DESIGN AND DRAFTING, (3)
CIVIL, STRUCTURAL, AND ARCHITECTU-
RAL DRAFTING, (4) TECHNICAL IL-
LUSTRATION, AND (5) TOOL DESIGN. JOB
CLASSIFICATIONS AND HIRING PRACTICES
VARIED FROM COMPANY TO COMPANY.
USUALLY THREE GRADE LEVELS WERE
PROVIDED FOR BOTH DESIGNERS AND

DRAFTSMEN. LARGER COMPANIES
SEEMED TO BE MORE FLEXIBLE IN HIR-
ING YOUNGER AND MORE INEXPERI-
ENCED PERSONNEL, AND SEVERAL COM-
PANIES REQUIRED PREEMPLOYMENT
TESTS. MILITARY STANDARDS AND THE
AMERICAN STANDARDS ASSOCIATION
DOCUMENTS WERE WIDELY USED. TWO
OF THE 16 COMPANIES WERE EXPERI-
MENTING WITH COMPUTER DEVICES TO
AUTOMATE DRAFTING AND SEVERAL
OTHER UNIQUE DRAFTING PRACTICES
WERE OBSERVED. ABOUT 6 PERCENT OF
THE DESIGNERS AND DRAFTSMEN WERE
WOMEN. MOST CHIEF DRAFTSMEN WERE
SEEKING TRAINING FOR EMPLOYEES
AND POTENTIAL EMPLOYEES. IT WAS RE-
COMMENDED THAT THERE BE MORE IN-
TERACTION BETWEEN INSTRUCTORS
AND INDUSTRY. THE APPENDIX IN-
CLUDES EQUIPMENT GUIDELINES, A
PREEMPLOYMENT TEST, A DRAFTSMAN
RATING GUIDE, AND THE OBSERVATION
REPORT FORM. (EM)

ED 013 346 24 AA 000 198

HOWARD, LAWRENCE C.
INTERINSTITUTIONAL COOPERATION IN HIGHER
EDUCATION. NEW DIMENSIONS IN HIGHER
EDUCATION, NUMBER 21.

DUKE UNIV., DURHAM, N.C.
REPORT NUMBER BR-6-1722-21

PUB DATE APR 67
CONTRACT OEC-2-6-061722-1742
EDRS PRICE MF-\$0.50 HC-\$2.88 70P. *

DESCRIPTORS *COLLEGE COOPERATION,
*COLLEGES, *HIGHER EDUCATION,
*INSTITUTIONS, *INTERINSTITUTIONAL
COOPERATION, LITERATURE REVIEWS.

IN HIS REVIEW OF LITERATURE ON IN-
TERINSTITUTIONAL COOPERATION, THE
AUTHOR FOUND THAT THE GROUPS
FORMED PASS BY MANY NAMES—
"CENTER," "CONSORTIUM" OR "COUN-
CIL," "COOPERATIVE PROGRAM," "EX-
CHANGE PROGRAM," AND "ASSOCIATION."
THESE GROUPS FORM A CONTINUUM
FROM TIGHTLY KNIT TO LOOSER OCCA-
SIONAL TIES. THE BASIC UNIT IS A COL-
LEGE, EVEN THOUGH THE CHARACTERIS-
TICS SHARED BY COLLEGES WERE
FOUND TO BE LIMITED. THE HISTORICAL
BACKGROUND PRECEDING THE RECENT
STIMULUS FROM THE HIGHER EDU-
CATION ACT OF 1965 IS DESCRIBED AND
MORE RECENT DEVELOPMENTS ARE
ANALYZED. RESEARCH ON RECENT EF-
FORTS WAS FOUND DIFFICULT BECAUSE
OF THE ABSENCE OF CATALOGING AND
AGREED-UPON CATEGORIES. MUCH
VALUABLE DATA WAS FOUND IN EPHE-
MERA. THE AUTHOR FOUND THAT AS HIGHER
EDUCATION HAS BECOME A MAJOR
AMERICAN INDUSTRY, THERE HAVE
BEEN MOVES TOWARD COOPERATION TO
ACHIEVE GREATER EFFICIENCY AND
ECONOMY. IN CONTRAST, SOME IN-
DUSTRIAL PROGRAMS, ALTHOUGH FAR
ABOVE THE MINIMUMS FOR ACCREDITA-
TION, HAVE BEEN EXCLUDED BECAUSE
THEY ARE BYPRODUCTS OF BUSINESS OR
MANUFACTURING. THE PRESSURES TO-
WARD COOPERATION ARE DESCRIBED.
THESE PRESSURES HAVE BEEN STEADY
BUT UNCOORDINATED. GOVERNMENT AT
ALL LEVELS HAS BEEN INVOLVED. PRI-
VATE FOUNDATIONS AND THE COLLEGES
THEMSELVES ARE ENCOURAGING THE
EFFORTS. THE AUTHOR CONCLUDES (1)
INTERINSTITUTIONAL COOPERATION
MUST BE SEEN AS A PROCESS, (2) ANALY-
SES OF THE PROCESS IS NEEDED, AND (3)
THERE IS A NEED FOR INFORMATION
FROM THE INSTITUTIONS, FOR COOPERA-
TIVE STUDIES, FOR A PURPOSEFUL TAXO-

NOMY, AND FOR A THEORETICAL FOUN-
DATION FOR FURTHER ANALYSIS AND TO
GUIDE FUTURE DEVELOPMENTS. (AL)

ED 013 347 24 AA 000 199

HORWITZ, MILTON J.
RESEARCH IN PROFESSIONAL EDUCATION,
WITH SPECIAL REFERENCE TO MEDICAL
EDUCATION. NEW DIMENSIONS IN HIGHER
EDUCATION, NUMBER 22.

OFFICE OF EDUCATION, WASHINGTON,
D.C.

REPORT NUMBER BR-6-1722-22

PUB DATE APR 67
CONTRACT OEC-2-6-061722-1742
EDRS PRICE MF-\$0.50 HC-\$3.48 85P.

DESCRIPTORS *DENTAL SCHOOLS,
*MEDICAL SCHOOLS, *MEDICAL STU-
DENTS, *NURSING, *PROFESSIONAL EDU-
CATION, COLLEGE COOPERATION, COL-
LEGE FACULTY, DENTAL ASSOCIATIONS,
GRADUATE STUDY, HIGHER EDUCATION,
MEDICAL ASSOCIATIONS, METHODS RE-
SEARCH, PROFESSIONAL ASSOCIATIONS,
PROFESSIONAL CONTINUING EDUCATION,
TEACHING METHODS.

THE GROWTH OF RESEARCH IN MEDI-
CAL EDUCATION WAS REVIEWED AS AN
OUTSTANDING EXAMPLE OF RESEARCH
IN PROFESSIONAL EDUCATION. SUCCE-
SSIVE DEVELOPMENTS IN RESEARCH IN
MEDICAL EDUCATION ARE DESCRIBED
IN RELATION TO THE PATTERN OF AC-
CELERATING CHANGE THAT FOLLOWED
WORLD WAR II. THE AUTHOR REPORTS
THAT THE CHANGES IN CURRICULUM IN-
TODUCED IN SOME SCHOOLS AND THE
RESEARCH PROGRAMS THAT WERE INI-
TIATED TO EVALUATE THOSE PROGRAMS
PROVIDED THE STIMULUS FOR OTHER
CHANGE-PRODUCING ACTIVITIES SUCH
AS ANNUAL INSTITUTES ON TEACHING
AND ADMINISTRATION SPONSORED BY
THE ASSOCIATION OF AMERICAN MEDI-
CAL COLLEGES AND THE DISSEMINATION
OF THEIR REPORTS WHICH SURVEYED
THE ENTIRE FIELD OF MEDICAL EDU-
CATION. RECOGNITION OF THE IMPOR-
TANCE OF PROMOTING AND STIMULAT-
ING RESEARCH IN MEDICAL EDUCATION
LED TO THE ESTABLISHMENT OF THE
DIVISION OF EDUCATION. THE DIVISION'S
PROGRAM OF RESEARCH AND DEVELOP-
MENT OF CONCEPTUAL MODELS FOR RE-
SEARCH HAS INCLUDED THE STUDY OF
INDEXES AND CORRELATES OF EDUCA-
TIONAL EFFECTIVENESS AND THE CLAR-
IFICATION OF CRITERIA OF PROFESSIONAL
PERFORMANCE AS THE ULTIMATE
CRITERIA OF MEDICAL EDUCATION.
THE DIVISION OF OPERATIONAL
STUDIES WAS ESTABLISHED TO COMPILE
INFORMATION RELATED TO FACULTY
AND TO THE FINANCING OF MEDICAL
EDUCATION. SEPARATE SECTIONS OF
THIS REVIEW OF LITERATURE PRESENT
REPORTS ON STUDIES OF STUDENT
CHARACTERISTICS, THE TEACHING-
LEARNING PROCESS, PERFORMANCE OF
THE GRADUATE PHYSICIAN, GRADUATE
AND CONTINUING MEDICAL EDUCATION,
AND NURSING AND DENTISTRY. IN AD-
DITION, AN OVERVIEW IS PRESENTED
THAT SUMMARIZES THE ROLE OF PRO-
FESSIONAL ORGANIZATIONS IN EDU-
CATIONAL RESEARCH, THE TRENDS IN RE-
SEARCH STUDIES, AND A LIST OF QUES-
TIONS CONCERNING PROFESSIONAL EDU-
CATION THAT ARE RELEVANT TO ALL
AREAS OF PROFESSIONAL EDUCATION.
(AL)

ED 013 348 24 AA 000 200

BLACKBURN, ROBERT T.
GENERAL EDUCATION IN LIBERAL ARTS

COLLEGES. NEW DIMENSIONS IN HIGHER EDUCATION, NUMBER 24.

DUKE UNIV., DURHAM, N.C.

REPORT NUMBER BR-6-1722-24

PUB DATE APR 67

CONTRACT OEC-2-6-061722-1742

EDRS PRICE MF-\$0.50 HC-\$3.68 90P.

DESCRIPTORS *COLLEGE CURRICULUM, *COLLEGE FACULTY, *COLLEGES, *GENERAL EDUCATION, *LIBERAL ARTS, *STUDENT CHARACTERISTICS, CURRICULUM DEVELOPMENT, EXPERIMENTAL CURRICULUM, FACULTY MOBILITY, FACULTY RECRUITMENT, LITERATURE REVIEWS, PROFESSORS.

AN ASSESSMENT WAS MADE OF THE STATUS OF GENERAL EDUCATION IN LIBERAL ARTS COLLEGES. THE GENERAL EDUCATION MOVEMENT WAS STARTED TO PROVIDE SPECIAL CROSS-DISCIPLINARY COURSES AS AN ANSWER TO THE DESIRE FOR UNITY OF KNOWLEDGE. LIBERAL ARTS COLLEGES WITHIN UNIVERSITIES WERE NOT STUDIED. THE AUTHOR STATES, "THE GENERAL EDUCATION MOVEMENT IS DEAD." HE ATTRIBUTES ITS DEATH TO (1) INADEQUATE NUMBERS OF COMMITTED AND QUALIFIED FACULTY MEMBERS, (2) INADEQUATE PROGRAM LEADERSHIP, (3) INCREASE IN NUMBERS OF STUDENTS AND CHANGES IN THEIR CHARACTERISTICS, (4) NEW DEMANDS FOR SPECIALIZATION, AND (5) CHANGES IN LEARNING THEORY WHICH CLAIM THAT CROSS-DISCIPLINARY STUDIES CANNOT BE MASTERED BY STUDENTS WITHOUT A FIRM FOUNDATION IN AT LEAST TWO DISCIPLINES. THE AUTHOR CONCLUDES THAT THE FUTURE OF GENERAL EDUCATION IN THE LIBERAL ARTS COLLEGES WILL BE CONTINGENT UPON THE FUTURE STATE OF THE LIBERAL ARTS COLLEGE ITSELF. IN DISCUSSING THE FUTURE OF LIBERAL ARTS COLLEGES, THE AUTHOR STATES THAT SINCE COLLEGES EXIST PRINCIPALLY FOR THE FACULTY AND ADMINISTRATION AND ONLY SECONDARILY FOR STUDENTS AND SOCIETY, THEIR SURVIVAL SEEMS SURE. HE STATES, ALSO, THAT RESEARCH IS NEEDED (1) ON FACULTY ATTITUDES AND ABILITIES TO MATCH FACULTY MEMBERS AND COLLEGE, (2) ON COURSE COSTS, (3) ON THE PROCESS OF CREATING NEW PROGRAMS, (4) ON WHAT IS GENUINELY NEW IN EDUCATION, AND (5) ON WHAT IS EFFECTIVE. THE AUTHOR CONCLUDES CHANGE IS BEING FORCED BY ECONOMIC PRESSURES, MORE SOPHISTICATED STUDENTS, AND FACULTY MOBILITY. HE STATES THAT CURRICULUM CHANGE WILL HAVE TO OCCUR, AND CONCLUDES BY DESCRIBING MANY KINDS OF CHANGE NOW BEING INITIATED IN VARIOUS COLLEGES. (AL)

ED 013 349 24 AA 000 201

ABRAMS, IRWIN ARNOLD, DAVID B.

THE AMERICAN COLLEGE AND INTERNATIONAL EDUCATION. NEW DIMENSIONS IN HIGHER EDUCATION, NUMBER 27.

DUKE UNIV., DURHAM, N.C.

REPORT NUMBER BR-6-1722-27

PUB DATE APR 67

CONTRACT OEC-2-6-061722-1742

EDRS PRICE MF-\$0.50 HC-\$3.60 88P.

DESCRIPTORS *AREA STUDIES, *COLLEGE CURRICULUM, *COLLEGE FACULTY, *EXCHANGE PROGRAMS, *FEDERAL PROGRAMS, *FOUNDATION PROGRAMS, *INTERNATIONAL EDUCATION, *LANGUAGE AND AREA CENTERS, *LIBERAL ARTS, *SOCIAL STUDIES, *STUDENT CHARACTERISTICS, *WORK AFFAIRS, COLLEGE LANGUAGE PROGRAMS, COLLEGES, EDUCATIONAL FINANCE, EDUCA-

TIONAL LEGISLATION, PRIVATE FINANCIAL SUPPORT, STUDENT EXCHANGE PROGRAMS.

THIS REVIEW OF LITERATURE DESCRIBES AND ANALYZES (1) THE NATURE OF INTERNATIONAL EDUCATION, (2) THE COURSE OF DEVELOPMENT THAT BROUGHT CURRICULUM OFFERINGS TO THEIR CURRENT LEVEL, AND (3) THE PARTICIPANTS IN INTERNATIONAL EDUCATION—THE FACULTY MEMBERS, THE STUDENTS, THE GOVERNMENT, AND THE PRIVATE AGENCIES INTERESTED IN STIMULATING INTERNATIONAL EDUCATION. THE AUTHOR DEFINES THE AREA OF INTERNATIONAL EDUCATION AS "THAT WHICH IS TAUGHT, STUDIED, AND LEARNED IN SUBJECT MATTER THAT REACHES BEYOND THE NATIONAL CULTURE OR IN A LEARNING SITUATION OUTSIDE IT." HE ALSO VOICES DISSATISFACTION WITH THE TERM OF "NON-WESTERN STUDIES," REGARDING IT AS UNSATISFACTORY BECAUSE IT COULD BE VIEWED AS REPRESENTING ONLY A DIVISION BETWEEN "EAST" AND "WEST" RATHER THAN SUGGESTING A WORLD VIEW. THE TWO LEVELS OF COURSES OFFERED IN AMERICAN LIBERAL ARTS COLLEGES ARE ANALYZED. THESE ARE DISCUSSED IN THE FOLLOWING CATEGORIES—(1) UPPER DIVISION SPECIALIZED COURSES IN INTERNATIONAL RELATIONS, LANGUAGE AND AREA STUDIES, COMPARATIVE STUDIES, TOPICAL STUDIES, AND INTERNATIONAL STUDIES, AND (2) LOWER-DIVISION GENERAL EDUCATION COURSES IN WORLD CIVILIZATION, INTEGRATED AREA STUDIES, AND CONTEMPORARY WORLD ISSUES. DISCUSSIONS ARE GIVEN OF (1) THE SPECIALIZED KIND OF FACULTY NEEDED, (2) FOREIGN STUDENTS ON AMERICAN CAMPUSES, (3) AMERICAN UNDERGRADUATES ABROAD, (4) PRIVATE ORGANIZATIONS INTERESTED IN ENCOURAGING INTERNATIONAL STUDY PROGRAMS IN AMERICAN UNDERGRADUATE EDUCATION, (5) THE INTERNATIONAL EDUCATION ACT OF 1966 AND OTHER LEGISLATION TO PROVIDE FUNDS, AND (6) THE ROLE OF GOVERNMENT AGENCIES THAT DISTRIBUTE FUNDS. IN ADDITION THE AUTHOR DISCUSSES NEEDED RESEARCH ON THE CURRICULUM, THE FACULTY, AND THE STUDENTS. (AL)

ED 013 350 24 AA 000 202

GORDON, EDMUND W.

THE HIGHER EDUCATION OF THE DISADVANTAGED. NEW DIMENSIONS IN HIGHER EDUCATION, NUMBER 28.

DUKE UNIV., DURHAM, N.C.

REPORT NUMBER BR-6-1722-28

PUB DATE APR 67

CONTRACT OEC-2-6-061722-1742

EDRS PRICE MF-\$0.50 HC-\$3.76 92P.

DESCRIPTORS *COMPENSATORY EDUCATION, *CULTURALLY DISADVANTAGED, *HIGHER EDUCATION, *JUNIOR COLLEGES, *NEGRO STUDENTS, *SOCIAL DISADVANTAGED, CURRICULUM DEVELOPMENT, EDUCATIONAL FINANCE, FOUNDATION PROGRAMS, INTEGRATION EFFECTS, MINORITY GROUPS, RACIAL INTEGRATION, RURAL YOUTH, URBAN YOUTH.

THE LITERATURE ON HIGHER EDUCATION WAS SURVEYED TO EVALUATE (1) THE ACCESS OF DISADVANTAGED YOUTH TO HIGHER EDUCATION, AND (2) THE ACHIEVEMENTS OF HIGHER EDUCATION IN MEETING THE NEEDS OF DISADVANTAGED YOUTH. THE FINDINGS FROM THE LITERATURE HAVE BEEN DISCUSSED UNDER FIVE HEADINGS—(1) CIVIL RIGHTS

AND ACCESS TO HIGHER EDUCATION, (2) PROGRAMS AND PRACTICES IN HIGHER EDUCATION FOR THE DISADVANTAGED, (3) CHARACTERISTICS OF DISADVANTAGED STUDENTS IN HIGHER EDUCATION, (4) SPECIAL ADMISSIONS AND GUIDANCE PROCEDURES, AND (5) THE NEGRO COLLEGE. AN ANNOTATED BIBLIOGRAPHY DIVIDED UNDER THE SAME HEADINGS IS INCLUDED. IN A SUMMARY, THE AUTHOR POINTS OUT THAT CONCERN FOR COMPENSATORY EDUCATIONAL PROGRAMS HAS GROWN IN THE PAST 2 OR 3 YEARS, BUT ONLY A SMALL PROPORTION OF COLLEGES AND UNIVERSITIES HAVE STARTED DEVELOPMENT OF COMPENSATORY PROGRAMS. THOSE PROGRAMS THAT EXIST ARE PRINCIPALLY FOR NEGROES, SERVE VERY SMALL NUMBERS OF DISADVANTAGED STUDENTS, AND HAVE SCARCELY TOUCHED THE RURAL WHITE YOUTH. SEVERAL FOUNDATIONS HAVE MADE IMPRESSIVE FINANCIAL CONTRIBUTIONS, BUT EFFORTS TO ATTRACT THE DISADVANTAGED TO COLLEGE COLLIDE WITH TRENDS TOWARD HIGHER ADMISSION STANDARDS. PRE-COLLEGE PREPARATORY PROGRAMS WERE JUDGED TO BE AN IMPORTANT, ALTERNATE APPROACH THAT SHOULD BE EXTENDED. ANOTHER SIGNIFICANT TREND IS THE DEVELOPMENT OF PROGRAMS AT THE JUNIOR COLLEGE LEVEL. THE AUTHOR CONCLUDES THAT (1) SYSTEMATIC ATTENTION MUST BE GIVEN TO THE DEVELOPMENT OF MEANS FOR MODIFYING THE ATTITUDES AND LEARNING PATTERNS OF THOSE WHO ARE INEFFICIENT LEARNERS AND (2) SOME ALTERNATIVE FOR REMEDIAL READING IS NEEDED TO AID THESE STUDENTS IN LEARNING TO ACQUIRE AND PROCESS INFORMATION. (AL)

ED 013 351 24 AA 000 203

JORDAN, ROBERT T. AND OTHERS

IMPACT OF THE ACADEMIC LIBRARY ON THE EDUCATIONAL PROGRAM. NEW DIMENSIONS IN HIGHER EDUCATION, NUMBER 29.

DUKE UNIV., DURHAM, N.C.

REPORT NUMBER BR-6-1722-29

PUB DATE APR 67

CONTRACT OEC-2-6-061722-1742

EDRS PRICE MF-\$0.50 HC-\$2.56 72P.

DESCRIPTORS *COLLEGE LIBRARIES, *CURRICULUM DEVELOPMENT, *EDUCATIONAL METHODS, *HIGHER EDUCATION, *INDIVIDUAL INSTRUCTION, *INTERDISCIPLINARY APPROACH, *LITERATURE REVIEWS, ACADEMIC EDUCATION, INNOVATION.

AN ATTEMPT TO DEFINE THE PROPER ROLE OF THE COLLEGE LIBRARY IN THE ACADEMIC FRAMEWORK WAS MADE ON THE BASIS OF A REVIEW OF THE LITERATURE ON COLLEGE LIBRARIES AND OF REPORTS ON LIBRARY EXPERIMENTS. THIS REPORT ALSO REVIEWED THE CONCEPTS UPON WHICH THE EXPERIMENTS WERE BASED. THE AUTHOR STATED THAT THE ROLE OF LIBRARIES AND EDUCATORS MUST CHANGE IN RESPONSE TO THE NEED TO FIND WAYS TO (1) GIVE ALL STUDENTS A GENERALIST, HUMANITARIAN ORIENTATION AS A FOUNDATION FOR SPECIALIZED VOCATIONAL TRAINING, (2) ENSURE THE PROPER USE OF LEISURE TIME, (3) FIND WAYS TO ASSIST PEOPLE TO COME TO TERMS WITH THEMSELVES, AND (4) TO HELP IN THE RETENTION OF INDIVIDUALITY. INTERDISCIPLINARY CURRICULUM DEVELOPMENT WAS SEEN AS CAUSING SEPARATE DISCIPLINES TO VANISH AND AS CAUSING A SHIFT FROM LECTURE TEACHING TO INDIVIDUAL

STUDY WHICH, IN TURN, HAS INDUCED A SEQUENCE OF CHANGE IN THE ROLES OF BOTH TEACHERS AND LIBRARIES. THE AUTHOR REPORTED EXPERIMENTS THAT WOULD MAKE LIBRARIES THE CENTER OF THE COLLEGE, CAUSE THE LIBRARIES TO ASSUME THE ROLES OF BOTH LIBRARIAN AND PROFESSORS, AND SEND THE TEACHERS BACK FROM RESEARCH TO INDIVIDUALIZED TEACHING. CHANGES IN THE NATURE OF LIBRARY SERVICE THAT WERE BEING CAUSED BY EDUCATIONAL DEVELOPMENTS WERE DISCUSSED. AN ANNOTATED BIBLIOGRAPHY WAS INCLUDED IN THE REPORT. (AL)

ED 013 352 24 AA 000 204

KATZ, JOSEPH

THE STUDENT ACTIVISTS—RIGHTS, NEEDS, AND POWERS OF UNDERGRADUATES. NEW DIMENSIONS IN HIGHER EDUCATION. NUMBER 30.

DUKE UNIV., DURHAM, N.C.

REPORT NUMBER BR-6-1722-30

PUB DATE APR 67

CONTRACT OEC-2-6-061722-1742

EDRS PRICE MF-00.50 HC-03.20 78P.

DESCRIPTORS *COLLEGE ADMINISTRATION, *COLLEGE STUDENTS, *HIGHER EDUCATION, *INNOVATION, *STUDENT ACTIVISM, *STUDENT LEADERSHIP, DECISION MAKING.

AN ANALYSIS OF STUDENT ACTIVISM DEVELOPED FROM A REVIEW OF LITERATURE ATTEMPTS TO (1) PROVIDE A DEFINITION OF ACTIVISM, (2) IDENTIFY THE FORCES THAT CREATED STUDENT ACTIVISM, (3) ANALYZE THE CHARACTERISTICS OF THE ACTIVISTS, (4) DETERMINE THE IMPLICATIONS OF ACTIVISM FOR COLLEGE POLICY, AND (5) IDENTIFY QUESTIONS FOR FURTHER RESEARCH. THE AUTHOR SUGGESTS A DEFINITION OF ACTIVISM IN TERMS OF THE ATTITUDES OF THE STUDENTS WHO HAVE PARTICIPATED IN THE MOVEMENT. THE CHARACTERISTICS OF THE ACTIVISTS WERE EASILY IDENTIFIED FROM RESEARCH CONDUCTED BY SOCIOLOGISTS WHO WERE PRESENT AT BERKELEY AS THE EVENTS WERE HAPPENING. THESE STUDENTS WERE FOUND TO HAVE HIGH ACADEMIC APTITUDE, WERE GOOD ACADEMIC PERFORMERS, AND INTELLECTUALLY WERE HIGHLY MOTIVATED. THE CAUSES FOR THE DEVELOPMENT OF THE MOVEMENT WERE MORE DIFFICULT TO IDENTIFY. THE AUTHOR SUGGESTS THAT THE INTELLECTUAL POVERTY IN THEIR PROSPEROUS HOMES PROVIDED MATERIAL FOR PROTEST IN ADDITION TO THE CHALLENGES PRESENTED BY THE SCHOOLS. SOME STUDENTS HAD RECEIVED TRAINING IN ORGANIZATION AND COLLECTIVE ACTION IN THE DEMONSTRATIONS OF THE CIVIL RIGHTS MOVEMENT. THEY FOUND CAUSE FOR ACTION IN STEADILY INCREASED DEMANDS FOR HIGHER ACADEMIC PERFORMANCE, LACK OF MEANING IN CURRICULAR CONTENT, DISSATISFACTION WITH THE SOCIAL AND POLITICAL CLIMATE, DISSATISFACTION WITH THE RESTRICTIONS ON STUDENT LIVING ARRANGEMENTS, AND A NEED FOR BETTER LEGAL DEFINITION OF STUDENT RELATIONSHIP TO THE UNIVERSITY. SOME OTHER FORCES THAT APPEARED TO HAVE CONTRIBUTED TO ACTIVE PROTEST WERE ALSO DISCUSSED. ONE OF THE AREAS DISCUSSED FOR FURTHER STUDY WAS THE EDUCATORS' NEED TO KNOW MORE ABOUT THE PROCESSES AND OUTCOMES OF THE ACTIVISTS' ATTEMPTS TO FIND NEW AND WORKABLE TRUTHS FOR THEIR LIVES. (AL)

ED 013 353 24 AA 000 205

SANFORD, NEVITT

EDUCATION FOR INDIVIDUAL DEVELOPMENT. NEW DIMENSIONS IN HIGHER EDUCATION. NUMBER 31.

DUKE UNIV., DURHAM, N.C.

REPORT NUMBER BR-6-1722-31

PUB DATE APR 67

CONTRACT OEC-2-6-061722-1742

EDRS PRICE MF-00.50 HC-03.64 89P.

DESCRIPTORS *COLLEGE FACULTY, *COLLEGE PLANNING, *EDUCATIONAL ENVIRONMENT, *EDUCATIONAL IMPROVEMENT, *HIGHER EDUCATION, *PERSONALITY DEVELOPMENT, COLLEGE CURRICULUM, CREATIVITY, RESPONSIBILITY, TEACHER ROLE.

THE AUTHOR PRESENTS A PHILOSOPHY OF EDUCATION THAT IS BASED ON THE CONCEPT THAT EDUCATION SHOULD CONCENTRATE ON DEVELOPING THE INDIVIDUAL STUDENT RATHER THAN ON IMPARTING KNOWLEDGE AND SKILLS. EDUCATION FOR INDIVIDUAL DEVELOPMENT WAS DESCRIBED AS A PROGRAM CONSCIOUSLY UNDERTAKEN TO PROMOTE AN IDENTITY BASED ON SUCH QUALITIES AS FLEXIBILITY, CREATIVENESS, OPENNESS TO EXPERIENCE, AND RESPONSIBILITY. EARLIER CONCEPTS OF THE PROPER ROLE OF EDUCATION WERE CITED FROM LITERATURE TO SUPPORT THE IDEA THAT THE PURPOSE OF EDUCATION SHOULD BE THE MOLDING OF MEN RATHER THAN THE PRODUCTION OF KNOWLEDGE OR THE COMPLETION OF UNITS. THE AUTHOR ARGUES THAT THE PLANNING OF A TOTAL EDUCATIONAL ENVIRONMENT MUST BE GUIDED BY A THEORY OF THE TOTAL PERSONALITY AS WELL AS BY SOCIAL THEORY. PERSONALITY THEORY WAS SEEN AS A MEANS OF CONNECTING WHAT HAPPENS IN STUDENT ACTIVITIES WITH WHAT HAPPENS IN THE CLASSROOM. IT WAS EXPECTED TO INDICATE WHAT ASPECTS OF A PERSON INFLUENCE OTHER PARTS, AND HOW THESE ASPECTS ARE AFFECTED BY FORCES FROM THE ENVIRONMENT. THE TEACHER'S ROLE WAS SAID TO BE, IN PART, TO TURN THE STUDENTS' SCRUTINY INWARD UPON HIMSELF IN SEARCH OF THE SOURCE OF HIS BELIEFS TO PRODUCE THE SELF-KNOWLEDGE THAT IS PREREQUISITE TO DEVELOPMENT. THE APPLICATIONS OF THIS THEORY TO THE COLLEGE ENVIRONMENT ARE DISCUSSED IN RELATION TO CURRICULUM, INSTITUTIONAL BUREAUCRACY, TEACHING AND RESEARCH, INSTITUTIONAL PURPOSE, COLLEGE SIZE, AND EXPERIMENTS IN BETTER TEACHING. (AL)

ED 013 354 48 AA 000 206

WELLEMAYER, JOHN F.

SURVEY OF PERSONNEL POLICIES IN RELATION TO FOREIGN LANGUAGE COMPETENCIES.

WELLEMAYER (JOHN F.), WASHINGTON, D.C.

REPORT NUMBER NDEA-VI-31-5

PUB DATE MAY 60

CONTRACT OEC-SAE-8517

EDRS PRICE MF-00.25 HC-00.96 22P.

DESCRIPTORS *FEDERAL GOVERNMENT, *FOREIGN RELATIONS, *INTERPRETERS, *LANGUAGE SKILLS, *OCCUPATIONAL INFORMATION, *PRIVATE AGENCIES, *TRANSLATION, CONFERENCES, FOREIGN DIPLOMATS, LANGUAGE INSTRUCTION, SERVICE OCCUPATIONS.

THE PRINCIPLE UNITED STATES GOVERNMENT AGENCIES THAT OPERATE IN FIELDS REQUIRING FOREIGN LANGUAGE

COMPETENCIES, THE U.S. MILITARY SERVICES AND SOME PRIVATE ORGANIZATIONS, WERE SURVEYED TO DETERMINE THEIR OPERATING POLICIES THAT RELATE TO PERSONNEL WITH FOREIGN LANGUAGE SKILLS. THE AGENCIES THAT HAVE THE GREATEST NEED FOR FOREIGN LANGUAGE SKILLS WITHIN THE UNITED STATES ARE THOSE PROVIDING TRANSLATIONS AND INTERPRETERS FOR CONFERENCES AND FOR FOREIGN VISITOR ESCORT DUTY. AMERICAN ACTIVITIES IN FOREIGN COUNTRIES THAT REQUIRE PERSONNEL WITH LANGUAGES SKILLS INCLUDE SUCH FUNCTIONS AS DIPLOMATIC AND CONSULAR SERVICES, FOREIGN INFORMATION AND TECHNICAL ASSISTANCE PROGRAMS, AND BUSINESS OPERATIONS. THE POLICIES REVIEWED COVER THOSE RELATED TO (1) RECRUITMENT OF FOREIGN LANGUAGE SPEAKING PERSONNEL, (2) METHODS FOR IDENTIFYING AND EVALUATING THE LEVEL OF LANGUAGE SKILLS, (3) PROVISIONS FOR LANGUAGE TRAINING OF PERSONNEL WHO POSSESS OTHER ESSENTIAL SKILLS, (4) PROVISIONS FOR LANGUAGE TRAINING OF FAMILY MEMBERS, (5) OVERSEAS ASSIGNMENT POLICIES, AND (6) THE KINDS OF RECORDS KEPT IN RELATION TO LANGUAGE SKILLS. THE AGENCIES SURVEYED INCLUDED THE FOREIGN SERVICE OF THE DEPARTMENT OF STATE, THE DIVISION OF LANGUAGE SERVICES OF THE DEPARTMENT OF STATE, THE INTERNATIONAL COOPERATION ADMINISTRATION, THE UNITED STATES INFORMATION AGENCY, THE DEPARTMENT OF THE ARMY, THE UNITED STATES AIR FORCE, THE DEPARTMENT OF THE NAVY, THE LIBRARY OF CONGRESS, THE DEPARTMENT OF COMMERCE, THE DEPARTMENT OF AGRICULTURE, AND A NUMBER OF PRIVATE ORGANIZATIONS INCLUDING RAND CORPORATION AND THE ASIA FOUNDATION. (AL)

ED 013 355 48 AA 000 207

WELLEMAYER, JOHN F. KIRKPATRICK, JEANE J.

RESURVEY OF FOREIGN LANGUAGE NEEDS OF SELECTED FEDERAL AGENCIES.

WELLEMAYER (JOHN F.), WASHINGTON, D.C.

REPORT NUMBER NDEA-VI-32-5

PUB DATE JUN 61

CONTRACT OEC-SAE-9387

EDRS PRICE MF-00.75 MF-05.84 144P.

DESCRIPTORS *FEDERAL GOVERNMENT, *FOREIGN RELATIONS, *LANGUAGE INSTRUCTION, *LANGUAGE SKILLS, *OCCUPATIONAL INFORMATION, INTERPRETERS, LANGUAGES, TRANSLATION.

THE FOREIGN LANGUAGE NEEDS OF SEVEN FEDERAL GOVERNMENT AGENCIES WERE STUDIED IN DETAIL. THREE OF THESE AGENCIES ARE PRIMARILY DEVOTED TO FOREIGN OPERATIONS—THE DEPARTMENT OF STATE, THE UNITED STATES INFORMATION SERVICE, AND THE INTERNATIONAL COOPERATION ADMINISTRATION. THREE OTHERS ARE PRIMARILY CONCERNED WITH DOMESTIC PROBLEMS WITH ONLY MINOR ACTIVITIES IN OR CONCERNING FOREIGN COUNTRIES. SOME INFORMATION WAS ALSO GIVEN FOR THE CENTRAL INTELLIGENCE AGENCY. A SUMMARY SECTION INCLUDES MATERIAL DRAWN FROM THE REPORTS OF INDIVIDUAL AGENCIES COVERING THE REQUIREMENTS OF THESE AGENCIES, THE TRAINING PROGRAMS, RECRUITMENT AND ASSIGNMENT POLICIES, INCENTIVES, AND INDICATION OF THE RANGE OF LANGUAGE INTERESTS OF THE AGENCIES. THE SUMMARY SEC-

TION IS FOLLOWED BY INDIVIDUAL AGENCY REPORTS. (TC)

ED 013 356 48 AA 000 208

CARDENAS, DANIEL N.
INTRODUCCION A UNA COMPARACION FONOLOGICA DEL ESPANOL Y DEL INGLES. (INTRODUCTION TO A PHONOLOGICAL COMPARISON OF SPANISH AND ENGLISH).

CENTER FOR APPLIED LINGUISTICS, WASHINGTON, D.C.

REPORT NUMBER NDEA-VI-123

PUB DATE 60

EDRS PRICE MF-00.50 HC-02.12 76P.

DESCRIPTORS *ENGLISH, *LANGUAGE FLUENCY, *LANGUAGE INSTRUCTION, *PHONOLOGY, *PRONUNCIATION, *SPANISH, LINGUISTICS.

A PHONOLOGICAL COMPARISON WAS MADE BETWEEN ENGLISH AND SPANISH. THE PRINCIPAL REFERENCE USED FOR ENGLISH ANALYSIS WAS "AN OUTLINE OF ENGLISH STRUCTURE" BY TRAGER AND SMITH. THE PRINCIPAL REFERENCE USED FOR SPANISH ANALYSIS WAS "SPANISH JUNCTURE AND INTONATION" BY STOCKWELL, BOWEN, AND SILVAFUENZALIDA. THE PRONUNCIATION PROBLEMS COMMON TO A LEARNER OF SPANISH ARE PRESENTED BY A SYSTEMATIC COMPARISON OF THE NATIVE AND TARGET LANGUAGES, ENGLISH AND SPANISH. THE PREFACE IS IN ENGLISH, THE TEXT IN SPANISH. (TC)

ED 013 357 48 AA 000 209

ATIYA, AZIZ

STUDY CONFERENCE ON TEACHING ARABIC AT THE SECONDARY SCHOOL LEVEL. FINAL REPORT.

UTAH UNIV., SALT LAKE CITY, MIDDLE EAST CTR.

REPORT NUMBER NDEA-VI-145

PUB DATE DEC 63

CONTRACT OEC-4-14-025

EDRS PRICE MF-00.25 HC-00.24 4P.

DESCRIPTORS *ARABIC, *INSTRUCTIONAL MATERIALS, *LANGUAGE GUIDES, *LANGUAGE INSTRUCTION, *SECONDARY SCHOOLS, *TEACHING.

A STUDY CONFERENCE WAS HELD IN SALT LAKE CITY IN 1963 ON THE TEACHING OF ARABIC AT THE SECONDARY SCHOOL LEVEL. THE DISCUSSION WAS CONCERNED PRIMARILY WITH THE FOLLOWING TOPICS: (1) ADEQUACY OF THE AVAILABLE KHOURY ARABIC MATERIALS, (2) THE MEANS OF PERFORMING ANY NECESSARY REVISION OF THE MATERIALS, (3) THE MEANS OF REPRODUCING THE TEXTS AND RECORDINGS FOR ADDITIONAL EXPERIMENTAL USE, AND (4) THE ESTABLISHMENT OF ADDITIONAL SECONDARY SCHOOL ARABIC LANGUAGE PROGRAMS. THE CONFEREES AGREED TO ESTABLISH AN INFORMAL NEWSLETTER. THEY ALSO AGREED THAT A SUITABLE SET OF TEACHING MATERIALS WOULD (1) PRESENT "MODERN STANDARD ARABIC," (2) HAVE THOSE LESSONS THAT FOCUSED ON DIALOG OR DIALOG-NARRATIVE MATERIALS BE REINFORCED BY DRILLS ON THE SOUND AND STRUCTURE SYSTEMS OF THE LANGUAGE, (3) PROVIDE MATERIALS FOR TEACHING READING AND WRITING, (4) WOULD HAVE AUDIO RECORDINGS OF BOTH EGYPTIAN AND SYRIAN, AND (5) WOULD INCLUDE A TEACHER'S MANUAL. HOPE WAS ALSO EXPRESSED THAT EVERY EFFORT WOULD BE MADE TO USE THE MATERIALS PREPARED BY DR. JOSEPH KHOURY AS THE BASIS FOR ANY

FURTHER WORK THAT MIGHT BE DONE. (TC)

ED 013 358 48 AA 000 210

LUND, GLADYS A. HERSLOW, NINA G.

FOREIGN LANGUAGE ENTRANCE AND DEGREE REQUIREMENTS IN U.S. COLLEGES AND UNIVERSITIES, FALL 1966.

MODERN LANGUAGE ASSN. OF AMERICA, NEW YORK, N.Y.

REPORT NUMBER BR-5-1274

PUB DATE DEC 66

CONTRACT OEC-5-14-082

EDRS PRICE MF-00.50 HC-02.48 60P.

DESCRIPTORS *COLLEGES, *CORE COURSES, *COURSES, *GRADUATION REQUIREMENTS, *LANGUAGES.

A NATIONAL SURVEY WAS MADE OF FOREIGN LANGUAGE REQUIREMENTS IN AMERICAN COLLEGES AND UNIVERSITIES DURING 1965-66. THE SURVEY FIGURES SHOW THAT ONE COLLEGE IN THREE PRESCRIBES FOREIGN LANGUAGE CREDITS FOR ADMISSION AND THAT NINE OUT OF TEN REQUIRE LANGUAGE FOR GRADUATION WITH A B.A. DEGREE. IN 32 ADDITIONAL COLLEGES CERTAIN NONLANGUAGE DEPARTMENTS MAKE LANGUAGE STUDY A GRADUATION REQUIREMENT FOR THEIR MAJORS. A HALF DOZEN OTHERS GIVE THE STUDENT AN OPTION BETWEEN FOREIGN LANGUAGES AND MATHEMATICS AS A DEGREE REQUIREMENT. IT IS CLEAR FROM THE TOTAL FINDINGS REPORTED IN THIS STUDY THAT THE PAST 10 YEARS HAVE BROUGHT SIGNIFICANT GAINS FOR FOREIGN LANGUAGE IN BOTH SCHOOLS AND COLLEGES. (TC)

ED 013 359 48 AA 000 211

GILL, HARJEET S. GLEASON, HENRY A., JR.

A REFERENCE GRAMMAR OF PANJABI. HARTFORD SEMINARY FOUNDATION, CONN.

REPORT NUMBER NDEA-VI-314-3

PUB DATE 62

EDRS PRICE MF-01.25 HC-01.12 326P.

DESCRIPTORS *GRAMMAR, *LANGUAGE INSTRUCTION, *LINGUISTICS, *PANJABI, *PHONOLOGY.

A REFERENCE GRAMMAR WAS PREPARED FOR STUDENTS OF PANJABI. THE INTENTION OF THE COMPILERS WAS TO MAKE IT USEFUL TO THOSE PREPARING TEACHING MATERIALS FOR PANJABI, THOSE TEACHING THE LANGUAGE BY MODERN AURAL-LINGUAL METHODS, OR OTHER USERS (NOT NECESSARILY PROFESSIONAL LINGUISTS) WHO WISH A DESCRIPTION BASED EQUALLY ON THE SPOKEN AND THE WRITTEN LANGUAGE. IN FORM OF PRESENTATION IT IS A REFERENCE GRAMMAR RATHER THAN A TECHNICAL STRUCTURAL SKETCH. WHEN A CHOICE HAD TO BE MADE, THE MORE CONVENTIONAL TREATMENT WAS USED. STUDENTS OF PANJABI WHO HAVE KNOWN THE LANGUAGE FROM CHILDHOOD WILL FIND SOME THINGS OF INTEREST IN THIS GRAMMAR. SOME TOPICS ARE TREATED IN GREATER DETAIL THAN IN ANY PREVIOUS PANJABI GRAMMAR. SOME SUBJECTS COVERED IN THIS BOOK HAVE RECEIVED NO ATTENTION AT ALL IN THE TRADITIONAL GRAMMARS. THE TONES, THE RELATION OF WRITING TO SPEECH, AND MANY POINTS OF SYNTAX ARE EXAMPLES. ON THOSE TOPICS WHICH HAVE BEEN WELL COVERED, THE PERSPECTIVE GAINED BY

SEEING THEM FROM A NEW VIEWPOINT MAY BE VALUABLE AND SUGGESTIVE OF IMPORTANT INSIGHTS. (TC)

ED 013 360 24 AA 000 212

GORLOW, LEON BAROCAS, RALPH

PERSONALITY AND CONFORMITY.

REPORT NUMBER CRP-S-021

PUB DATE 63

CONTRACT OEC-4-10-103

EDRS PRICE MF-00.50 HC-04.72 116P.

DESCRIPTORS *BEHAVIORAL SCIENCE RESEARCH, *CONFORMITY, *PERSONALITY ASSESSMENT, *TEST VALIDITY, FACTOR ANALYSIS.

AN INVESTIGATION WAS MADE OF THE RELATIONSHIP BETWEEN PERSONALITY FACTORS AND CONFORMITY. THE SUBJECTS WERE 243 RANDOMLY SELECTED STUDENTS ENROLLED IN COLLEGE PSYCHOLOGY COURSES WHO WERE DIVIDED INTO GROUPS OF 97, 96, AND 50 SUBJECTS. A PERSONALITY FACTOR INVENTORY WAS OBTAINED FROM RESPONSES TO A LARGE LIST OF TRUE-FALSE PERSONALITY ITEM STATEMENTS. ITEMS FOR THIS MEASURE WERE DRAWN FROM THE CALIFORNIA PERSONALITY INVENTORY, INCLUDING THE CRUTCHFIELD CONFORMITY ITEMS, AND THE INDEPENDENCE OF JUDGEMENT SCALE. A CONFORMITY SCORE WAS INDIVIDUALLY OBTAINED FROM A TEST THAT REQUIRED EACH SUBJECT TO STATE WHICH ONE OF A GRADUATED SERIES OF ELEMENTS MATCHED A KEY ELEMENT. FROM THIS TEST A CONFORMITY SCORE WAS OBTAINED BY TOTALING THE NUMBER OF ANSWERS THAT DEVIATED FROM THE ELEMENT THAT MATCHED THE KEY TOWARD ANOTHER ELEMENT WHICH WAS INDICATED BY THE INVESTIGATOR TO BE THE CORRECT RESPONSE. BI-SERIAL CORRELATIONS OF THE TWO SETS OF VARIABLES THAT WERE COMPUTED FOR THE FIRST TWO STUDENT GROUPS IDENTIFIED ONLY FIVE CROSS-VALIDATED ITEMS, FAR LESS THAN THE NUMBER EXPECTED. THE LACK OF REPLICATED ITEMS PREVENTED THE APPLICATION OF FACTOR ANALYSIS PROCEDURES AND THERE WAS NO VALIDATION OF FACTORS TO BE CONDUCTED WITH THE GROUP OF 50. THE INVESTIGATOR CONCLUDED THAT THE STUDY CONSTITUTED A FAILURE IN THE EFFORT TO IDENTIFY PERSONALITY FACTORS OPERATING IN THE BEHAVIOR OF YIELDING TO SOCIAL INFLUENCE. (AL)

ED 013 361 24 AA 000 213

CUMMING, ELAINE AND OTHERS

TECHNICAL PERSONNEL IN MENTAL HEALTH, PROCEEDINGS OF THE 1966 SUMMER STAFF TRAINING INSTITUTE.

NATIONAL ASSN. FOR MENTAL HEALTH, NEW YORK, N.Y.

REPORT NUMBER BR-6-1685

PUB DATE DEC 66

EDRS PRICE MF-00.50 HC-02.04 49P.

DESCRIPTORS *INSTITUTES (TRAINING PROGRAMS), *MANPOWER DEVELOPMENT, *MANPOWER UTILIZATION, *MENTAL HEALTH PROGRAMS, *NONPROFESSIONAL PERSONNEL, PERSONNEL POLICY, PROFESSIONAL SERVICES, SUBPROFESSIONALS.

AN INSTITUTE WAS HELD FOR PROFESSIONAL STAFF MEMBERS OF MENTAL HEALTH ASSOCIATIONS TO CAREFULLY EXAMINE THE NEED FOR AND THE ROLE OF TECHNICAL OR SUBPROFESSIONAL MANPOWER. THIS REPORT INCLUDES

SUMMARIES OF THE ADDRESSES PRESENTED TO THE PLENARY SESSIONS, SUMMARIES OF THE DISCUSSIONS AND CONCLUSIONS OF THE SEMINAR SESSIONS, AND THE RECOMMENDATIONS FOR IMPLEMENTING THE TRAINING AND EMPLOYMENT OF TECHNICAL PERSONNEL THAT WERE SUBMITTED FOR THE CONSIDERATION OF THE MENTAL HEALTH ASSOCIATION STAFF COUNCIL, THE NATIONAL ASSOCIATION FOR MENTAL HEALTH, AND THE RESPECTIVE STATE DIVISIONS OF THE NATIONAL ASSOCIATION FOR MENTAL HEALTH. AN EVALUATION OF THE INSTITUTE INDICATED IT HAD PROVIDED CONSIDERABLE STIMULATION TOWARD AN INCREASE IN THE USE OF SPECIFIC EFFORTS DIRECTED TO THE USE OF ALL AVAILABLE SOURCES OF MANPOWER NOW IN EXISTENCE AND YET TO BE ESTABLISHED. (AL)

ED 013 362 08 AA 000 214
LEE, ALLEN

IDENTIFICATION AND DEVELOPMENT OF INSTRUMENTS FOR A STUDY OF THE EXPECTATIONS AND PERCEPTIONS OF THE STATE VOCATIONAL-TECHNICAL EDUCATION AGENCIES AND THEIR INFLUENCE UPON LOCAL PROGRAMS. CALIFORNIA UNIV., BERKELEY, SCHOOL OF EDUC.

REPORT NUMBER BR-5-8466

PUB DATE JAN 67

CONTRACT OEC-6-85-079

EDRS PRICE MF-\$0.50 HC-\$3.00 73P.

DESCRIPTORS *MEASUREMENT INSTRUMENTS, *STATE FEDERAL SUPPORT, *STATE LICENSING BOARDS, *TAXONOMY, *TECHNICAL EDUCATION, *VOCATIONAL EDUCATION, TESTS.

THE PURPOSES OF THIS PROJECT WERE (1) TO MAKE A THOROUGH REVIEW OF THE PERTINENT LITERATURE OF VOCATIONAL-TECHNICAL EDUCATION, (2) DEVELOP, AND TEST INSTRUMENTS DESIGNED TO FACILITATE A CONTEMPLATED MAJOR STUDY OF THE EXPECTATIONS AND PERCEPTIONS OF THE ROLES OF STATE VOCATIONAL AND TECHNICAL EDUCATION AGENCIES AND THE INFLUENCE WHICH THESE DEPARTMENTS HAVE UPON LOCAL SCHOOLS AND TEACHER EDUCATION PROGRAMS. A STANDARDIZED INSTRUMENT AND FORMAT FOR ITS ADMINISTRATION WERE DEVELOPED. INITIAL RESPONSES TO THE INSTRUMENT TENDED TO INDICATE THAT THERE IS A TAXONOMY OF EDUCATIONAL LEADERSHIP AND CHANGE. HOWEVER, IT DOES NOT APPEAR THAT THIS LEADERSHIP-CHANGE DIMENSION IS DISCRETE, BUT RATHER IS PART OF A CONTINUUM OF ACTIVITIES. THIS CONTINUUM MAY BE DESCRIBED AS HAVING TWO POLES-THE LEADERSHIP CHANGE DIMENSION AND THE REGULATION-INSPECTION DIMENSION. MOREOVER, IT APPEARS THAT THE INSTRUMENT DOES DIFFERENTIATE AMONG GROUPS OF RESPONDENTS CONCERNING THE ROLE OF THE STATE DIVISION OF VOCATIONAL EDUCATION AND DOES PROVIDE SOME INFORMATION ABOUT THE DIRECTION OF NEEDED CHANGE AS PERCEIVED BY RESPONDENTS. (TC)

ED 013 363 24 AA 000 215
FRIEDMAN, LEONARD M.
THEORIES AND PRACTICES IN THE EDUCATION OF WOMEN DURING THE AGE OF ENLIGHTENMENT IN FRANCE.
CHATHAM COLL., PITTSBURGH, PA.
REPORT NUMBER BR-5-8230

REPORT NUMBER CRP-S-096

PUB DATE 67

EDRS PRICE MF-\$0.75 HC-\$6.25 155P.

DESCRIPTORS *CHURCH ROLE, *EDUCATION, *EDUCATIONAL PHILOSOPHY, *FEMALES, *PRACTICAL ARTS, EDUCATIONAL EQUALITY, EDUCATIONAL THEORIES.

A REPORT WAS GIVEN ON A SEARCH OF THE LITERATURE ON THE EDUCATION OF WOMEN IN FRANCE DURING THE PERIOD FROM THE FOUNDING OF ST. CYR (1686) THROUGH THE REVOLUTION. THE AUTHOR SUMMARIZES (1) THE EDUCATIONAL PRACTICES USED AND (2) THE EDUCATIONAL THEORIES PROPOSED AT THAT TIME. WHILE THE EDUCATION OF WOMEN IN 18TH-CENTURY FRANCE LEFT MUCH TO BE DESIRED, IT WAS PERHAPS BETTER AND MORE WIDESPREAD THAN MIGHT HAVE BEEN ASSUMED. A CONSIDERABLE PROPORTION OF THE GIRLS OF THE NONPRIVILEGED CLASSES DID AT LEAST RECEIVE AN ELEMENTARY EDUCATION, LEARNING TO READ, WRITE, DO SIMPLE ARITHMETIC, AND ACQUIRE THOSE MANUAL SKILLS, ESPECIALLY NEEDLEWORK, WHICH WOULD BE MOST USEFUL TO THEM IN THE LINES FOR WHICH THEY WERE ULTIMATELY DESTINED. THE DAUGHTERS OF THE WEALTHY BOURGEOISIE AND THE ARISTOCRACY USUALLY RECEIVED THEIR EDUCATION IN CONVENTS WHICH THEY ENTERED AT THE AGE OF 6 OR 7 AND WHICH THEY LEFT AT BETWEEN 16 AND 20 YEARS OF AGE IN ORDER TO MARRY. MANY EDUCATIONAL THEORIES WERE PROPOSED IN FRANCE ESPECIALLY DURING THE SECOND HALF OF THE 18TH CENTURY. OPINION WAS NEARLY UNANIMOUS THAT (1) WOMEN'S EDUCATION WAS OF POOR QUALITY AND THERE WAS NEED FOR IMPROVING IT AND (2) PROPOSALS FOR EDUCATION OF WOMEN SHOULD BE BASED UPON AN UNDERSTANDING OF THE NATURE OF WOMEN AND THEIR ROLE IN SOCIETY. DIVERGENT VIEWS RANGED FROM FEMINIST SENTIMENT TO ANTIFEMINISM. ON THE WHOLE, HOWEVER, THE CENTURY WAS FAVORABLE TO THE CAUSE OF WOMEN. CHANGING ATTITUDES BROUGHT THE PROPOSAL, MADE DURING THE REVOLUTION, THAT WOMEN SHOULD HAVE COMPLETE EDUCATIONAL EQUALITY BECAUSE OF THEIR NATURAL RIGHTS AS EQUAL MEMBERS OF THE HUMAN RACE. (AL)

ED 013 364 48 AA 000 216
LEUTENEGER, RALPH R. AND OTHERS
AUDITORY FACTORS IN FOREIGN LANGUAGE ACQUISITION.

REPORT NUMBER NDEA-VI-53-5

PUB DATE JAN 65

CONTRACT OEC-8-14-024

EDRS PRICE MF-\$0.25 HC-\$0.56 12p.

DESCRIPTORS *AUDIOLINGUAL METHODS, *AUDITORY PERCEPTION, *FRENCH, *LANGUAGE INSTRUCTION, *SPANISH, SEASHORE MEASURES OF MUSICAL TALENTS.

INFORMATION ON THE AUDITORY SKILLS OF FOREIGN LANGUAGE STUDENTS WAS OBTAINED AND A STUDY WAS MADE OF THE RELATIONSHIP OF THOSE SKILLS TO EASE OF MASTERY OF FRENCH AND SPANISH. THIS RESEARCH WAS CONDUCTED TO ANSWER QUESTIONS RAISED BY THE CURRENT TREND IN LANGUAGE INSTRUCTION TOWARD THE DEVELOPMENT OF AUDIOLINGUAL SKILLS BY PREDOMINANTLY AURAL TECHNIQUES. THE PURPOSES OF THIS STUDY WERE TO (1) MEASURE VARIOUS AUDITORY FACTORS

OF UNIVERSITY OF FLORIDA STUDENTS ENROLLED IN THE BEGINNING COURSES IN FRENCH AND SPANISH. (2) ASCERTAIN WHETHER A SEX DIFFERENCE EXISTS IN ANY OF THE AUDITORY ASPECTS MEASURED BY THE SEASHORE MEASURES OF MUSICAL TALENTS OR IN ANY OF THE UNIVERSITY OF FLORIDA ORIENTATION TESTS, (3) SEEK TO ASCERTAIN WHETHER ANY OF THE SEASHORE SCORES, PLUS VARIOUS INTELLIGENCE AND APTITUDE FACTORS AS MEASURED BY THE UNIVERSITY OF FLORIDA'S ORIENTATION TEST BATTERY, CAN ENABLE THE PREDICTION OF EASE OR DIFFICULTY OF MASTERING FRENCH OR SPANISH, (4) ASCERTAIN WHETHER SCORES ON THE SEASHORE AUDITORY MEASURES IMPROVE SIGNIFICANTLY AFTER COMPLETING A SEMESTER OF STUDYING FRENCH OR SPANISH, (5) INVESTIGATE SEASHORE AND OTHER POSSIBLE FACTORS IN FRENCH AND SPANISH COURSE DROPOUTS, AND (6) ASCERTAIN WHETHER SIGNIFICANT DIFFERENCES EXIST BETWEEN FRENCH AND SPANISH STUDENTS ON ANY OF THE SPECIFIC FACTORS ABOVE. THIS ARTICLE WAS REPRINTED FROM "THE MODERN LANGUAGE JOURNAL," VOLUME 49, NUMBER 1, JANUARY 1965. (TC)

ED 013 365 48 AA 000 217

COHAN, LEONARD CRAVEN, KENNETH
SCIENCE INFORMATION PERSONNEL. THE NEW PROFESSION OF INFORMATION COMBINING SCIENCE, LIBRARIANSHIP AND FOREIGN LANGUAGE. MODERN LANGUAGE ASSN. OF AMERICA, NEW YORK, N.Y.

REPORT NUMBER NDEA-VI-33

PUB DATE 60

EDRS PRICE MF-\$0.50 HC-\$4.36 107P.

DESCRIPTORS *LANGUAGES, *LIBRARIES, *PROFESSIONAL EDUCATION, *SCIENCES, *TRAINING.

THE REPORT DESCRIBES THE NATIONAL NEED FOR SCIENCE INFORMATION PERSONNEL AND THE RELATIVE IMPORTANCE OF FOREIGN LANGUAGE INSTRUCTION IN THE BACKGROUND PREPARATION FOR SCIENCE INFORMATION WORK. CHAPTER 1 DESCRIBES THE CREATION AND ORGANIZATION OF INFORMATION. CHAPTER 2 DEFINES THE OCCUPATION OF SCIENCE INFORMATION SPECIALIST. CHAPTER 3 DISCUSSES EXISTING PROBLEMS OF RECRUITING AND USING SCIENCE INFORMATION PERSONNEL FROM THE STANDPOINT OF MANAGEMENT AND THE SCIENTIST. CHAPTER 4 RECOMMENDS UNDERGRADUATE PROGRAMS FOR SCIENCE AND LANGUAGE MAJORS INTERESTED IN INFORMATION WORK. CHAPTER 5 RECOMMENDS GRADUATE PROGRAMS FOR THE SAME COURSE MAJORS. CHAPTER 6 DISCUSSES TRAINING. CHAPTER 7 OFFERS RECOMMENDATIONS AND PREDICTIONS FOR THE FUTURE OF SCIENCE INFORMATION WORK. (TC)

ED 013 366 95 AA 000 218
GIACALONE, CAROLYN DAVIS, DOLORES

RESEARCH IN INTERNATIONAL EDUCATION-RESEARCH IN PROGRESS AND RESEARCH RECENTLY COMPLETED, 1966-67 SURVEY.

NATIONAL ASSN. FOR FOREIGN STUDENT AFFAIRS

INSTITUTE OF INTERNATIONAL EDUCATION, NEW YORK, N.Y.

REPORT NUMBER IIE-NAFSA-2

PUB DATE APR 67

EDRS PRICE MF-\$0.50 HC-\$2.52 61P.

DESCRIPTORS *BIBLIOGRAPHIES, *FOREIGN STUDENTS, *INTERNATIONAL EDUCATION, *RESEARCH PROJECTS,

THIS REPORT DESCRIBES RESEARCH STUDIES IN INTERNATIONAL EDUCATION—BOTH RESEARCH IN PROGRESS AND RESEARCH RECENTLY COMPLETED. INCLUDED ARE (1) THE AUTHORS' NAMES AND ADDRESSES, (2) A SUMMARY OF THE PURPOSE, SCOPE, METHOD, AND MAJOR FINDINGS OF STUDY, AND (4) THE ADDRESSES FROM WHICH COPIES MAY BE SECURED. THE CONTENTS ARE DIVIDED INTO 13 BROAD SUBJECT CATEGORIES: EDUCATION ABROAD, EDUCATION AND DEVELOPMENT, INTERNATIONAL EDUCATION, OVERSEAS ACTIVITIES OF UNITED STATES UNIVERSITIES, ACADEMIC ACHIEVEMENT OF FOREIGN STUDENTS, ADMISSIONS AND SELECTION POLICY, ATTITUDES AND ADJUSTMENT OF FOREIGN STUDENTS, FOLLOWUP ON RETURNEE AND NONRETURNEE STUDENTS AND SPECIALISTS, FOREIGN STUDENT PROGRAMS, ORIENTATION AND HOST PROGRAMS, UNITED STATES STUDENTS, LANGUAGE AND LINGUISTICS, AND TEACHING ENGLISH AS A SECOND LANGUAGE. (TC)

ED 013 367 24 AA 000 219

BURRIS-MEYER, HAROLD

AN INVESTIGATION OF THE MEANS FOR UTILIZING ACADEMIC AND COMMUNITY RESOURCES TO PROVIDE SERVICES TO ARTS ORGANIZATIONS AND THROUGH THEM TO SCHOOLS AND COLLEGES. FINAL REPORT.

FLORIDA ATLANTIC UNIV., BOCA RATON
REPORT NUMBER BR-6-8039

PUB DATE 31 JUL 66

CONTRACT OEC-6-10-287

EDRS PRICE MF-\$0.25 HC-\$2.12 51P.

DESCRIPTORS *ART ACTIVITIES, *ART APPRECIATION, *ART EDUCATION, *DANCE, *MUSIC ACTIVITIES, INSTITUTIONAL FACILITIES.

AN ARTS INSTITUTE WAS DEVELOPED AT FLORIDA ATLANTIC UNIVERSITY THAT IS INDEPENDENT BUT ALSO ORGANIZATIONALLY AFFILIATED WITH THE UNIVERSITY. THE INSTITUTE OPERATES MANY VARIED ENTERPRISES IN THE FIELDS OF VISUAL ARTS, DRAMA, DANCE, MUSIC, AND OPERA. A SURVEY ASSEMBLED DATA TO TEST THE THEORY THAT MANY LOCAL ARTS ORGANIZATIONS IN THE AREA COULD BE MOBILIZED IN A CO-OPERATIVE ENDEAVOR TO NURTURE EDUCATION IN THE ARTS. THE INFORMATION GATHERED SHOWED (1) THERE WAS A GENERALLY EXPRESSED NEED FOR A UNIVERSITY-SPONSORED ORGANIZATION TO SUPPLY LEADERSHIP, MAINTAIN STANDARDS, AND PROVIDE A FACILITY FOR ADVANCED STUDY AND (2) THE THEORY OF CREATING A COOPERATIVE ORGANIZATION PROVED UNTENABLE. THE APPROACH TO THE DEVELOPMENT OF AN ARTS INSTITUTE WAS CHANGED TO MAKE IT INDEPENDENT OF THE ARTS, THEATRE, AND MUSIC ORGANIZATIONS. THE INSTITUTE IS AFFILIATED WITH THE UNIVERSITY THROUGH ITS TRUSTEES WHICH INCLUDE THE PRESIDENT AND SEVERAL DEPARTMENT HEADS. DIRECTORS OF A FEW LOCAL ARTS ORGANIZATIONS WILL ALSO SERVE AS TRUSTEES. (AL)

ED 013 368 24 AA 000 220

MUSSEN, PAUL LEWIS, HILDA

CRITERIA FOR EVALUATION OF CHILDREN'S ARTISTIC CREATIVITY. FINAL REPORT.

CALIFORNIA UNIV., BERKELEY

REPORT NUMBER BR-5-8297

REPORT NUMBER CRP-S-482-65

PUB DATE FEB 67

CONTRACT OEC-6-10-189

EDRS PRICE MF-\$0.25 HC-\$1.96 47P.

DESCRIPTORS *ART EXPRESSION, *CHILDREN, *CREATIVITY, *EVALUATION, ORIGINALITY,

THE STUDY ENDEAVORED TO DEVELOP AND VALIDATE AN INSTRUMENT FOR THE IDENTIFICATION OF ARTISTIC CREATIVITY IN PREADOLESCENTS BY EVALUATING THEIR ART PRODUCTS FOR AESTHETIC MERIT AND ORIGINALITY. THE INSTRUMENT CONSISTED OF A SERIES OF DESCRIPTIONS OF OBSERVABLE QUALITIES OF GRAPHIC AND PLASTIC ART, PRESENTED IN A FORMAT THAT FACILITATES RATING OF EACH QUALITY SEPARATELY ON A FIVE-POINT SCALE. A SET OF EIGHT DRAWINGS DONE BY SCHOOL CHILDREN IN THE 10- TO 12-YEAR RANGE WAS PRESENTED TO 19 SUBJECTS FOR EVALUATION. THE 19 SUBJECTS WERE TEACHERS WHOSE TEACHING EXPERIENCE AVERAGED ABOUT 8 1/2 YEARS. IT MAY BE CONCLUDED THAT ALTHOUGH THE SUBJECTS DIFFERENTIATED BETWEEN ORIGINALITY AND ARTISTIC MERIT, THEY DID SO IN A GLOBAL WAY RATHER THAN IN RESPONSE TO THE PARTICULAR ASPECT (ARTIST'S INTENTION, HIS METHOD, OR THE COMMUNICATION OF THE PAINTING) DESIGNATED BY THE INTERVIEWER. (TC)

ED 013 369 48 AA 000 221

WOLFF, JOHN

A DESCRIPTION OF CEBUANO VISAYAN.

YALE UNIV., NEW HAVEN, CONN.

REPORT NUMBER NDEA-VI-370

PUB DATE 62

EDRS PRICE MF-\$3.25 HC-\$31.36 782P.

DESCRIPTORS *CEBUANO, *GRAMMAR, *LANGUAGE INSTRUCTION, *LINGUISTICS, *MORPHOLOGY (LANGUAGES), *SYNTAX, TRANSLATION, VOCABULARY.

A DESCRIPTION HAS BEEN COMPILED OF THE CEBUANO LANGUAGE IN THE SOUTHERN PHILIPPINE ISLANDS. THE WORK WAS PREPARED WITH THE ASSISTANCE OF NATIVE FILIPINOS WHO COLLECTED, TRANSCRIBED, AND CHECKED THE ACCURACY OF THE MATERIALS, AND ALSO ASSISTED WITH THE ANALYSIS OF THE LANGUAGE. THE CONTENTS ARE ORGANIZED INTO FOUR PARTS. PART 1 CONSISTS OF TEXTS AND TRANSLATIONS. PART 2 CONSISTS OF PHONEMICS, MORPHOPHONEMICS, AND SYNTAX. PART 3 CONSISTS OF MORPHOLOGY. PART 4 CONSISTS OF VOCABULARY, INDEXES, AND BIBLIOGRAPHY. (TC)

ED 013 370 32 AA 000 222

THE FEASIBILITY OF COST/EFFECTIVENESS ANALYSIS FOR TITLE 1, PUBLIC LAW 89-10. FINAL REPORT.

TECHNOMICS INC., CHICAGO, ILL.

REPORT NUMBER BR-6-1680

PUB DATE 31 JAN 66

CONTRACT OEC-48-001680-1680

EDRS PRICE MF-\$0.75 HC-\$7.48 185P.

DESCRIPTORS *DISADVANTAGED YOUTH, *EDUCATIONAL FINANCE, *EVALUATION METHODS, *FEASIBILITY STUDIES, COSTS.

THIS DOCUMENT REPORTS AN INVESTIGATION ON THE FEASIBILITY OF COST EFFECTIVENESS TECHNOLOGY AS IT MAY BE APPLIED TO DECISIONS ABOUT MONEY SPENT ON EDUCATION. THE AUTHORS BELIEVE THAT IT IS FEASIBLE TO

APPLY A SUITABLY MODIFIED VERSION OF COST/EFFECTIVENESS TECHNOLOGY TO MATTERS OF EDUCATIONAL EXPENDITURE. THE FOLLOWING PREREQUISITES ARE LISTED WHICH SHOULD BE MET FOR EVALUATION EFFORTS TO BE SUCCESSFUL—(1) THE EVALUATION SHOULD NOT BE GEARED TO THE CALENDAR, BUT TO THOSE PERIODS OF TIME IN WHICH EDUCATIONAL OBJECTIVES CAN REASONABLY BE EXPECTED TO BE REACHED, (2) THE SCHOOL BUILDING, NOT TITLE I PROJECTS, SHOULD CONSTITUTE THE NATURAL UNIT FOR EVALUATION, (3) EMPHASIS SHOULD BE PLACED ON THE OUTCOMES OF AN EDUCATIONAL ACTIVITY RATHER THAN UPON DETAILS OF THE ACTIVITY, AND TO ILLUSTRATE, THE EFFECT OF AN EDUCATIONAL ACTIVITY DEPENDS ON WHAT THE CHILD ACTUALLY LEARNS, NOT ON WHAT THE TEACHER INTENDED TO TRANSMIT, AND (4) THE EVALUATION EFFORT MUST TAKE COGNIZANCE OF THE CHARACTERISTICS OF THE PUPIL, WHICH CONSTITUTE A VERY REAL PART OF HIS OWN LEARNING ENVIRONMENT. (TC)

ED 013 371 64 AA 000 223

NORBERG, KENNETH D.

ICONIC SIGNS AND SYMBOLS IN AUDIOVISUAL COMMUNICATION. AN ANALYTICAL SURVEY OF SELECTED WRITINGS AND RESEARCH FINDINGS. FINAL REPORT.

SACRAMENTO STATE COLL., CALIF.

REPORT NUMBER NDEA-VIII-449

PUB DATE 15 APR 66

CONTRACT OEC-4-16-023

EDRS PRICE MF-\$0.75 HC-\$5.24 129P.

DESCRIPTORS *BIBLIOGRAPHIES, *COMMUNICATION (THOUGHT TRANSFER), *PERCEPTION, *PICTORIAL STIMULI, *SYMBOLIC LANGUAGE, INSTRUCTIONAL TECHNOLOGY, VISUAL STIMULI.

THE FIELD OF ANALOGIC, OR ICONIC, SIGNS WAS EXPLORED TO (1) DEVELOP AN ANNOTATED BIBLIOGRAPHY AND (2) PREPARE AN ANALYSIS OF THE SUBJECT AREA. THE SCOPE OF THE STUDY WAS LIMITED TO ONLY THOSE COMPONENTS OF MESSAGES, INSTRUCTIONAL MATERIALS, AND COMMUNICATIVE STIMULI THAT CAN BE DESCRIBED PROPERLY AS ICONIC. THE AUTHOR BASED THE STUDY ON A DEFINITION OF AN ICONIC SIGN AS ONE THAT LOOKS LIKE THE THING IT REPRESENTS. THE BIBLIOGRAPHY WAS INTENDED TO BE REPRESENTATIVE AND REASONABLY COMPREHENSIVE AND TO GIVE EMPHASIS TO CURRENT RESEARCH. THE ANALYSIS EXPLORED THE NATURE OF ICONIC SIGNS AS REFLECTED IN THE LITERATURE AND RESEARCH. THE CONCLUSION OF THE ANALYSIS ATTEMPTED TO RELATE SOME ISSUES IN PERCEPTION THEORY TO THE PROBLEM OF THE DEVELOPMENT OF A THEORY OF ICONIC SIGNS. DISCUSSIONS WERE INCLUDED ON (1) THE STIMULUS-RESPONSE PARADIGM, (2) THE PSYCHOPHYSICAL THEORY OF PERCEPTION, (3) AN INFORMATION THEORY APPROACH, (4) NONVERBAL COMMUNICATION AND PICTIC ANALYSIS, (5) A THEORY OF PICTORIAL COMMUNICATION, AND (6) PERCEPTION AND NONLINEAR SIGNS. (AL)

ED 013 372 56 AA 000 224

STROTHER, G.B. AND OTHERS

EDUCATIONAL APPLICATIONS OF MANAGEMENT GAMES. FINAL REPORT.

WISCONSIN UNIV., MADISON

REPORT NUMBER BR-5-0842

REPORT NUMBER NDEA-VIIA-4215
PUB DATE 31 AUG 66
GRANT OEG-7-59-0500-252
EDRS PRICE MF-\$1.00 HC-\$10.40 258P.

DESCRIPTORS *ADMINISTRATIVE PERSONNEL, *BUSINESS EDUCATION, *COMPUTER ASSISTED INSTRUCTION, *PROGRAM EVALUATION, ATTITUDE TESTS, QUESTIONNAIRES.

THE USES OF MANAGEMENT GAMES FOR EDUCATIONAL PURPOSES WERE STUDIED, AND THE METHODS USED AND RESULTS OBTAINED WERE PRESENTED. SEVERAL INVESTIGATIONS WERE UNDERTAKEN AND RESULTS REPORTED--(1) A QUESTIONNAIRE SURVEY AND PERSONAL INTERVIEWS INDICATED THAT MANAGEMENT GAMES WERE GENERALLY USED TO SYNTHESIZE THE STUDENT'S PREVIOUSLY ACQUIRED KNOWLEDGE, (2) AN ATTITUDE TEST AND A FACT AND CONCEPT TEST WERE ADMINISTERED BEFORE AND AFTER THE MANAGEMENT GAMES WERE PLAYED, AND THE RESULTS FAILED TO SHOW ANY STATISTICALLY SIGNIFICANT BENEFITS FROM THE GAME EXPERIENCE AT EITHER THE UNDERGRADUATE OR GRADUATE LEVEL, AND (3) OBSERVATIONS OF THE SUBJECT'S BEHAVIOR IN MANAGEMENT GAME SITUATIONS INDICATED TO THE AUTHOR THE IMPORTANCE OF INTERPERSONAL RELATIONSHIPS TO THE STUDENT'S ABILITY TO LEARN FROM THE GAME. THE REPORT ALSO CONTAINS A COMPLETE DESCRIPTION OF A SIMPLE MANAGEMENT GAME INCLUDING STRUCTURAL EQUATIONS COMPUTING PROCEDURE. (LB)

ED 013 373 48 AA 000 225
SOBELMAN, HARVEY AND OTHERS
ARABIC DIALECT STUDIES, A SELECTED BIBLIOGRAPHY.
CENTER FOR APPLIED LINGUISTICS,
WASHINGTON, D.C.

REPORT NUMBER NDEA-VI-138
MIDDLE EAST INST., WASHINGTON, D.C.
PUB DATE APR 62

EDRS PRICE MF-\$0.50 HC-\$4.32 106P.

DESCRIPTORS *ARABIC, *BIBLIOGRAPHIES, *DIALECT STUDIES, *LANGUAGE INSTRUCTION, *LINGUISTICS, *NONSTANDARD DIALECTS.

FOUR BIBLIOGRAPHIC REVIEW ARTICLES ON ARABIC DIALECT STUDIES THAT HAD PREVIOUSLY APPEARED WERE CORRECTED AND UPDATED FOR PUBLICATION. THE PURPOSE OF THESE REVISED ARTICLES IS TO PROVIDE THE INTERESTED STUDENT WITH A CAREFULLY EVALUATED LIST OF ALL THE SIGNIFICANT SCHOLARLY WORK PUBLISHED ON ARABIC DIALECTS. THE AUTHORS OF THE ORIGINAL FOUR ARTICLES SUPPLIED ADDITIONS AND CORRECTIONS. THE PRESENT COLLECTION OF ARTICLES COVERS MOST OF ARABIC-SPEAKING WORLD BUT SEVERAL AREAS ARE NOT TREATED, IN PARTICULAR THE ARABIC OF THE SUDAN, EASTERN AND WESTERN, AND THE ARABIC OF CENTRAL ASIA. THE FINAL WORK INCLUDED STUDIES ON--(1) SYRIAN ARABIC, (2) EGYPTIAN ARABIC, (3) ARABIAN PENINSULA ARABIC, (4) IRAQI ARABIC, (5) NORTH AFRICAN ARABIC, AND (6) MALTESE ARABIC. THIS DOCUMENT IS ALSO AVAILABLE FROM THE MIDDLE EAST INSTITUTE, 1761 N STREET, N.W., WASHINGTON 6, D.C. (TC)

ED 013 374 95 AA 000 226
HAVLIK, ROBERT J.

SURVEY OF SPECIAL LIBRARIES SERVING STATE GOVERNMENTS, 1963-64.
OFFICE OF EDUCATION, WASHINGTON, D.C.

REPORT NUMBER BB-51-R452

REPORT NUMBER OE-2128

REPORT NUMBER BAVLP-1

PUB DATE JAN 67

EDRS PRICE MF-\$0.75 HC-\$7.48 185P.

DESCRIPTORS *LIBRARY SERVICES, *RESOURCES, *SPECIAL LIBRARIES, *STATE GOVERNMENT, *SURVEYS.

A SURVEY OF SPECIAL LIBRARIES SERVING STATE GOVERNMENTS WAS UNDERTAKEN AS THE FIRST STEP TO COLLECT NATIONWIDE DATA ON SPECIAL LIBRARIES SERVING STATE AND FEDERAL GOVERNMENTS AND AGENCIES, PROFESSIONAL AND TRADE ASSOCIATIONS, AND COMMERCE AND INDUSTRY. THE DATA COLLECTED COVERED FISCAL YEAR 1964. THREE HUNDRED AND EIGHTY-NINE LIBRARIES THAT ARE PUBLICLY CONTROLLED, OPERATED, AND SUPPORTED AND WHOSE SERVICES ARE ESTABLISHED EXCLUSIVELY OR PRIMARILY FOR THE USE OF OFFICIALS OF STATE GOVERNMENT WERE INCLUDED. OF PRIMARY INTEREST WERE DATA CONCERNING THE MANPOWER AND MATERIAL RESOURCES OF THESE LIBRARIES, EXPENDITURES, AND SCOPE OF SERVICE. THE DATA PRESENT BOTH THE OPERATIONAL CLASSIFICATION OF THE LIBRARY AND THE SUBJECT MATTER CLASSIFICATION OF THE LIBRARY. THE REPORT DISCUSSES THE METHODS USED AND THE RESULTS IN TERMS OF THESE CLASSIFICATIONS. IT IS FOLLOWED BY A DISCUSSION OF THE QUESTIONS ASKED AND AN EVALUATION OF THE RESPONSE. FIFTY-THREE ANALYTICAL TABLES ARE PRESENTED PLUS A DIRECTORY OF LIBRARIES BY STATE AND SELECTED DATA FOR THE INDIVIDUAL LIBRARIES. (TC)

ED 013 375 48 AA 000 227

MARTIN, SAMUELE.
MATERIALS FOR A JAPANESE REFERENCE GRAMMAR. FIRST DRAFT.
REPORT NUMBER NDEA-VI-255

PUB DATE 63

CONTRACT OEC-SAE-8728

EDRS PRICE MF-\$0.50 HC-\$4.52 111P.

DESCRIPTORS *GRAMMAR, *JAPANESE, *LANGUAGES, *SYNTAX, LANGUAGE RESEARCH.

MATERIALS WERE COMPILED FOR A JAPANESE REFERENCE GRAMMAR. THIS FIRST DRAFT IS CONCERNED WITH SYNTAX AND PARASYNTAX. A THEORY OF JAPANESE STRUCTURE UNDERLIES THE SENTENCES, WORDS, AND PARTS OF SPEECH. ILLUSTRATIVE CHARTS ARE ALSO INCLUDED FOR JAPANESE SENTENCES. IT IS THE AUTHOR'S INTENTION TO CONTINUE THE WORK TOWARD A JAPANESE REFERENCE GRAMMAR OF WHICH THIS IS THE SECOND PART. (TC)

ED 013 376 56 AA 000 228

BUCH, JOHN N. HAYES, ROBERT B.

AN EXPERIMENTAL PROJECT TO MEASURE CERTAIN FACETS OF LANGUAGE GROWTH FOR HIGH SCHOOL STUDENTS IN BEGINNING FRENCH WHEN VARIATIONS OF TEACHER TIME AND EQUIPMENT TIME ARE UTILIZED IN THE INSTRUCTIONAL PROCESS. FINAL REPORT.

PENNSYLVANIA STATE DEPT. OF PUBLIC INSTRUCTION

REPORT NUMBER NDEA-VIIA-769

PUB DATE 63

GRANT OEG-7-36148.01

EDRS PRICE MF-\$0.25 HC-\$1.36 32P.

DESCRIPTORS *FRENCH, *INSTRUCTIONAL PROGRAMS, *LANGUAGE LABORATORY USE, *LANGUAGE SKILLS, *LANGUAGE TEACHERS.

INSUFFICIENT OBJECTIVE EVIDENCE EXISTS AS TO THE BEST WAY TO USE LANGUAGE LABORATORIES IN TEACHING FOREIGN LANGUAGES. THIS STUDY WAS AN ATTEMPT TO DETERMINE WHAT PROPORTION OF INSTRUCTIONAL TIME SHOULD BE ALLOTTED TO THE LANGUAGE LABORATORY WHEN 80 PERCENT OF THE LABORATORY TIME IS AUDIOACTIVE AND 20 PERCENT IS AUDIOACTIVE-RECORD-PLAYBACK. ONE TEACHER TAUGHT ALL 116 STUDENTS WHO WERE ASSIGNED TO ONE OF FOUR GROUPS WITH THE TIME ALLOTTED TO TEACHING INSTRUCTION AS FOLLOWS--(1) GROUP A, 40 PERCENT, (2) GROUP B, 60 PERCENT, (3) GROUP C, 80 PERCENT, AND (4) GROUP D, 100 PERCENT. STUDENTS WERE PRE- AND POST-TESTED AND EACH 6 WEEKS, 6 TIMES PER SCHOOL YEAR, EACH STUDENT WAS TESTED INDIVIDUALLY ON ORAL LANGUAGE BY USING A LOCALLY DEvised SERIES OF APPROXIMATELY 2-MINUTE TAPE RECORDED TESTS. OF THE VARIOUS INSTRUCTIONAL GROUPS, THE GROUP WHICH SPENT 40 PERCENT OF THE INSTRUCTIONAL TIME WITH THE TEACHER AND 60 PERCENT OF THE TIME IN THE LANGUAGE LABORATORY MADE SIGNIFICANTLY HIGHER SCORES ON BOTH PRONUNCIATION AND TOTAL ORAL SCORE. THIS GROUP WAS ALSO GENERALLY RATED HIGHER THAN ALL OTHER THREE GROUPS. (TC)

ED 013 377 56 AA 000 229

STOLUROW, LAWRENCE M. BEBERMAN, MAX

COMPARATIVE STUDIES OF PRINCIPLES FOR PROGRAMMING MATHEMATICS IN AUTOMATED INSTRUCTION. FINAL REPORT. ILLINOIS UNIV., URBANA, BUR. OF EDUC.

RESEARCH

REPORT NUMBER NDEA-VIIA-806

PUB DATE JUL 64

EDRS PRICE MF-\$0.25 HC-\$2.04 49P.

DESCRIPTORS *EDUCATIONAL RESEARCH, *LITERATURE REVIEWS, *MATHEMATICS INSTRUCTION, *PROGRAMED INSTRUCTION, *RESEARCH PROJECTS, COMPUTER ASSISTED INSTRUCTION, INSTRUCTIONAL TECHNOLOGY, RESEARCH METHODOLOGY, TEACHING TECHNIQUES.

AN ASSESSMENT WAS MADE OF PRINCIPLES USED FOR PROGRAMING MATHEMATICS IN AUTOMATED INSTRUCTION. THE FIRST CHAPTER PRESENTED A SUMMARY OF RESEARCH ON THE TEACHING AND LEARNING OF MATHEMATICS BY PROGRAMED INSTRUCTIONAL PROCEDURES. THE RESEARCH AND FINDINGS WERE CONSIDERED WITH RESPECT TO THEIR RELATIONSHIP TO THE DEVELOPING TECHNOLOGY OF EDUCATION. THE SECOND CHAPTER CONSISTED OF A SUMMARY OF RESEARCH PURSUED BY THE RESEARCH TRAINING LABORATORY ON PRINCIPLES IN PROGRAMING WITHIN THE CONTEXT OF MATHEMATICS. THE RESEARCH WHICH WAS REPORTED DEALT WITH LINEAR AS OPPOSED TO BRANCHING FORMS, PROGRAMING FOR DISCOVERY LEARNING, ORDERING OF FRAMES, STEP SIZE, COVERT AS OPPOSED TO OVERT RESPONDING, CONVENTIONAL AS OPPOSED TO PROGRAMED INSTRUCTION, ABILITY AND LEARNING, AND METHODOLOGICAL STUDIES. (GD)

ED 013 378 24 AA 000 233

KURLAND, NORMAN D.

TRANSITION FROM SCHOOL TO COLLEGE. NEW DIMENSIONS IN HIGHER EDUCATION, NUMBER 17.

DUKE UNIV., DURHAM, N.C.

REPORT NUMBER BR-6-1722-17

PUB DATE APR 67

CONTRACT OEC-2-6-061722-1742

EDRS PRICE MF-\$0.50 HC-\$3.24 79P.

DESCRIPTORS *ADMISSION (SCHOOL), *COLLEGE STUDENTS, *HIGH SCHOOL GRADUATES, *HIGHER EDUCATION, *SECONDARY SCHOOL STUDENTS, LITERATURE REVIEWS, STUDENT COLLEGE RELATIONSHIP.

THIS REPORT IS A SURVEY OF THE RESEARCH ON THE PROCESS BY WHICH STUDENTS MOVE FROM SECONDARY TO HIGHER EDUCATION. THE LARGEST AREA OF RESEARCH IS ON THE IDENTIFICATION AND SELECTION OF STUDENTS FOR ADMISSION TO COLLEGE. METHODS OF PREDICTING ACADEMIC PERFORMANCE HAVE BEEN GREATLY REFINED, BUT THE SEARCH CONTINUES FOR BETTER MEASURES OF NONINTELLECTIVE FACTORS. ATTENTION, WHICH FOCUSED FROM THE MIDFIFTIES TO THE EARLY SIXTIES ON TALENTED STUDENTS, HAS SHIFTED TO DISADVANTAGED STUDENTS. A MAJOR CONCERN HAS BEEN WITH IMPROVEMENTS IN GUIDANCE, AND HERE, NEW APPROACHES USING DATA RETRIEVAL SYSTEMS WERE FOUND TO BE GENERATING NEW OPPORTUNITIES AND NEW PROBLEMS. ONE CATEGORY OF STUDENTS FREQUENTLY OMITTED FROM RESEARCH CONSIDERATION IS THE GROUP WHICH DOES NOT ENTER COLLEGE DIRECTLY UPON GRADUATION FROM HIGH SCHOOL. THE AUTHOR CONCLUDED (1) STUDIES OF FACTORS AFFECTING STUDENTS' SELECTION OF COLLEGE SUGGEST THAT THERE IS A CONSIDERABLE DEGREE OF IRRATIONALITY IN THE ENTIRE PROCESS, (2) FINANCIAL ABILITY APPEARS NOT TO BE THE DECISIVE FACTOR LIMITING COLLEGE ATTENDANCE, BUT IT MAY BE AN IMPORTANT FACTOR IN DETERMINING WHERE A STUDENT GOES TO COLLEGE, AND (3) MUCH MORE ATTENTION NEEDS TO BE GIVEN TO STUDIES OF THE IMPACT OF TRANSITION PRACTICES AND POLICIES ON SECONDARY SCHOOLS AND COLLEGES AS SUCH. (TC)

ED 013 379

AA 000 234

FREEDMAN, MERVIN B.

THE STUDENT AND CAMPUS CLIMATES OF LEARNING. NEW DIMENSIONS IN HIGHER EDUCATION, NUMBER 18.

DUKE UNIV., DURHAM, N.C.

REPORT NUMBER BR-6-1722-18

PUB DATE APR 67

CONTRACT OEC-2-6-061722-1742

EDRS PRICE MF-\$0.50 HC-\$3.92 96P.

DESCRIPTORS *COLLEGE STUDENTS, *EDUCATIONAL OBJECTIVES, *HIGHER EDUCATION, *LIBERAL ARTS, *STUDENT COLLEGE RELATIONSHIP, *STUDENT EXPERIENCE, ACADEMIC PERFORMANCE, COLLEGES, FRESHMEN, LITERATURE REVIEWS, SENIORS, STUDENT CHARACTERISTICS.

CURRENT BELIEFS ABOUT THE EXTENT OF THE INFLUENCE OF COLLEGE EXPERIENCE WERE SURVEYED BY A REVIEW OF REPORTED RESEARCH. THE PRINCIPAL CONCLUSIONS FORMULATED BY THE AUTHOR FROM THE LITERATURE STUDIED WERE (1) THE OUTCOME OF COLLEGE EDUCATION IS LIKELY TO BE A COMPROMISE BETWEEN THE CHARACTERISTICS OF ENTERING FRESHMEN AND THE IDEALS OF LIBERAL EDUCATION, (2) WHILE THE IMPACT OF THE COL-

LEGE EXPERIENCE ON AN INDIVIDUAL STUDENT IS NOT LIKELY TO BE LARGE, HIGHER EDUCATION DOES EXERT A PROFOUND INFLUENCE ON AMERICAN LIFE, (3) CHANGES THAT OCCUR IN STUDENTS DURING THE COLLEGE YEARS REFLECT THE NATIONAL OR INTERNATIONAL ETHOS, AND THE ATTITUDES AND VALUES WITH WHICH STUDENTS LEAVE COLLEGE TEND TO HAVE CONSIDERABLE PERSISTENCE, (4) CURRENT STUDENTS MANIFEST TRENDS IN THE DIRECTION OF INTERDISCIPLINARY STUDIES, UNITY OF SCHOLARSHIP AS OPPOSED TO SPECIALIZATION, AND CONCERN WITH MORAL AND ETHICAL ISSUES, (5) STUDENTS ARE SWAYED MORE BY FELLOW STUDENTS THAN BY ANY OTHER FORCE, (6) ALTHOUGH, STUDENT SOCIETY AND CULTURE ARE THE MOST IMPORTANT COLLEGE INFLUENCE, THE MOST IMPORTANT DETERMINANTS OF THE OUTCOME OF COLLEGE EXPERIENCE ARE THE CHARACTERISTICS OF THE ENTERING STUDENT, AND (7) A REVIVAL OF INTEREST IN EXPERIMENTAL COLLEGES AND PROGRAMS IS STIMULATING NEW EFFORTS TO EXPLORE WAYS TO ENSURE CLOSE RELATIONS BETWEEN STUDENTS AND FACULTY THAT CAN, PERHAPS, MAKE THE INFLUENCE OF THE COLLEGE MORE PERTINENT AND SIGNIFICANT. (AL)

ED 013 380

24

AA 000 235

BASKIN, SAMUEL AND OTHERS

INNOVATION IN HIGHER EDUCATION-DEVELOPMENTS, RESEARCH, AND PRIORITIES. NEW DIMENSIONS IN HIGHER EDUCATION, NUMBER 19.

DUKE UNIV., DURHAM, N.C.

REPORT NUMBER BR-6-1722-19

PUB DATE APR 67

CONTRACT OEC-2-6-061722-1742

EDRS PRICE MF-\$0.75 HC-\$5.20 128P.

DESCRIPTORS *EDUCATIONAL CHANGE, *EDUCATIONAL EXPERIMENTS, *HIGHER EDUCATION, *INNOVATION, DEVELOPMENT, EDUCATIONAL OBJECTIVES, LITERATURE REVIEWS, RESEARCH.

FOUR ESSAYS, EACH BY A DIFFERENT AUTHOR, PRESENT PARTICULAR ASPECTS OF INNOVATION IN HIGHER EDUCATION. TOGETHER THESE ESSAYS PROVIDE AN INSIGHT INTO THE PURPOSES OF BOTH THOSE WHO SEEK INNOVATION AND THOSE WHO RESIST IT, A SUMMARY OF RECENT INNOVATIONS CURRENTLY IN OPERATION IN HIGHER EDUCATION, AN ANALYSIS OF THE PROCESSES AND PROBLEMS OF INNOVATION, AND AN APPRAISAL OF THE PRIORITIES TO BE GIVEN TO DEVISING SOLUTIONS FOR PROBLEMS DEVELOPING FROM DEMANDS (1) FOR CHANGES IN THE EXTENT OF FACULTY AND STUDENT PARTICIPATION IN ADMINISTRATIVE PROCESSES, (2) FOR MORE RESEARCH ON EDUCATION, (3) FOR DIFFERENT CURRICULUMS TO MEET DIFFERENT GOALS, (4) FOR MORE INDIVIDUALIZED PROGRAMS OF STUDY, AND (5) FOR GREATER INTERACTION BETWEEN STUDENTS AND BETWEEN STUDENTS AND FACULTY. THE SERIES OF 14 GENERALIZATIONS STATED TO DESCRIBE THE PROCESS OF INNOVATION INCLUDED THE FOLLOWING-(1) THE SUPPORTERS OF AN INNOVATION HAVE MANY AND SOMETIMES DIVERGENT MOTIVES, (2) ACCEPTANCE AND IMPLEMENTATION OF AN INNOVATION IS FACILITATED BY EARLY INVOLVEMENT IN ITS DESIGN, (3) THE FIRST STEP IN ENLIGHTENED INNOVATION IS TO MOVE FROM SENSING A PROBLEM TO DIAGNOSING ITS CAUSES, (4) MOST EDU-

CATIONAL CHANGE IS IMITATION OF A BELLWETHERS' ACTIONS, (5) TOO FEW INNOVATIONS ARE CAREFULLY EVALUATED, AND (6) INNOVATIONS, ACCEPTED AND ESTABLISHED, BECOME AS RESISTANT TO CHANGE AS WERE THEIR PREDECESSORS. (AL)

ED 013 381

24

AA 000 236

BOYER, ERNEST L.

INSTITUTIONAL RESEARCH AND THE ACADEMIC PROGRAM. NEW DIMENSIONS IN HIGHER EDUCATION, NUMBER 20.

DUKE UNIV., DURHAM, N.C.

REPORT NUMBER BR-6-1722-20

PUB DATE APR 67

CONTRACT OEC-2-6-061722-1742

EDRS PRICE MF-\$0.50 HC-\$3.04 74P.

DESCRIPTORS *ACADEMIC EDUCATION, *COLLEGE PROGRAMS, *EDUCATIONAL CHANGE, *INSTITUTIONS, *RESEARCH, CHANGE AGENTS, HIGHER EDUCATION, LITERATURE REVIEWS, PROFESSORS.

A SEARCH OF THE LITERATURE ON INSTITUTIONAL RESEARCH WAS MADE TO FIND AN ANSWER TO ONE QUESTION-TO WHAT EXTENT HAS INSTITUTIONAL RESEARCH ACTUALLY HELPED IMPROVE COLLEGIATE LIFE GENERALLY AND THE ACADEMIC PROGRAM IN PARTICULAR. FROM THE SEARCH, THE AUTHOR DRAWS THE CONCLUSION THAT THE RECENT FLURRY OF RESEARCH ACTIVITY HAS NOT BEEN ACCOMPANIED BY A LARGE AMOUNT OF EFFECT. LITTLE DIRECT EVIDENCE ABOUT THE IMPACT OF INSTITUTIONAL RESEARCH WAS FOUND. JUDGEMENT OF THE EFFECTS OF THIS RESEARCH WAS MADE FROM INDIRECT EVIDENCE AND FROM THE OPINIONS OF INFORMED OBSERVERS. THE REPORT EXAMINES THOSE ASPECTS OF HIGHER EDUCATION THAT HAVE CHANGED, THOSE THAT HAVE REMAINED RELATIVELY STABLE, AND THE DEGREE TO WHICH INSTITUTIONAL RESEARCH MAY OR MAY NOT HAVE BEEN A SIGNIFICANT FORCE. REPRESENTATIVE STUDIES ARE CITED, AND THE FINAL SECTION DISCUSSES WAYS IN WHICH INSTITUTIONAL RESEARCH MIGHT INCREASE ITS IMPACT IN THE FUTURE. THE AUTHOR CONCLUDES THAT (1) IN PART, THE FAILURE OF INSTITUTIONAL RESEARCH TO AFFECT ACADEMIC AFFAIRS DIRECTLY AND SUBSTANTIALLY CAN BE ATTRIBUTED TO INTERNAL SHORTCOMINGS OF THE PROFESSION THAT RELATE TO STRUCTURE, FUNCTION, THEORY, AND STYLE OF COMMUNICATION, AND (2) THE FUTURE EFFECTS OF ACADEMIC RESEARCH WILL HINGE ON THE WILLINGNESS OF EDUCATORS TO VIEW CHANGE AS AN ALLY RATHER THAN AS AN IMPEDIMENT. (AL)

ED 013 382

AC 000 148

GIBB, JACK R. AND OTHERS

DYNAMICS OF PARTICIPATIVE GROUPS. NATIONAL TRAINING LABS, WASHINGTON, D.C.

PUB DATE 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *DISCUSSION GROUPS, *GROUP DYNAMICS, *PARTICIPATION, *TRAINING TECHNIQUES, DECISION MAKING, EVALUATION, GROUP DISCUSSION, HUMAN RELATIONS, INTERACTION PROCESS ANALYSIS, INTERPERSONAL RELATIONSHIP, LEADERSHIP STYLES, MANUALS, SENSITIVITY TRAINING, STUDY GUIDES, TRAINING.

THROUGH UNIVERSITY LABORATORY EXPERIMENTS, FIELD OBSERVATIONS IN

INDUSTRIAL, COMMUNITY, AND EDUCATIONAL SETTINGS, AND EXPERIENCES IN CLASSES IN GROUP DYNAMICS, THE PARTICIPATIVE ACTION METHOD OF GROUP TRAINING FOR MORE EFFECTIVE PROBLEM SOLVING AND DECISION MAKING WAS DEVELOPED. IT IS BASED ON 8 PRINCIPLES—PHYSICAL REGROUPING, REDUCTION OF INTERPERSONAL TENSIONS, INFORMALITY OF PROCEDURE, FREEDOM OF CHOICE, DISTRIBUTIVE LEADERSHIP, EXPLICIT GOAL FORMATION, SKILL TRAINING, AND CONTINUAL EVALUATION. THIS HANDBOOK, A SERIES OF STUDY GUIDES AND TRAINING PROCEDURES, CAN BE USED AS A MANUAL FOR COLLEGE CLASSES IN GROUP DYNAMICS AND HUMAN RELATIONS TRAINING, AS A REFERENCE BOOK FOR STAFFS AND COMMITTEES, AND AS A SOURCE BOOK AND DISCUSSION GUIDE FOR SEMINARS AND STUDY GROUPS. METHODS OF GROUP ACTION, THE ROLE OF THE GROUP MEMBER AND TRAINER, SUGGESTIONS FOR WORKSHOPS AND CONFERENCES, APPLICATIONS TO EDUCATIONAL, INDUSTRIAL, RELIGIOUS, MILITARY, AND ADULT EDUCATION PROGRAMS, AND A SELECTED, CLASSIFIED LIST OF 102 REFERENCES ARE INCLUDED. (A)

ED 013 383 AC 001 211

SEYMOUR, W. DOUGLAS
INDUSTRIAL SKILLS.

PUB DATE 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *INDUSTRIAL TRAINING, *JOB SKILLS, *SKILL DEVELOPMENT, *TASK PERFORMANCE, *TRAINING TECHNIQUES, EDUCATIONAL EXPERIMENTS, INDUSTRIAL EDUCATION, INDUSTRY, JOB ANALYSIS, LEARNING PROCESSES, ON THE JOB TRAINING, PROGRAM DESCRIPTIONS, RESEARCH, SEMISKILLED OCCUPATIONS, SKILL ANALYSIS, SKILLED OCCUPATIONS, STATISTICAL DATA, TIME FACTORS (LEARNING), TRANSFER OF TRAINING.

THIS BOOK, A SEQUEL TO THE AUTHOR'S "INDUSTRIAL TRAINING FOR MANUAL OPERATIONS," COMPRISES THREE PARTS. IN PART ONE, THE NATURE OF SKILLS IN INDUSTRY IS DESCRIBED, AND THEIR RELATION TO HUMAN PERFORMANCE AND PRODUCTIVITY. IN PART TWO, AN OUTLINE OF RECENT RESEARCH AND A RESUME OF THE STATE OF KNOWLEDGE OF THE ACQUISITION OF SKILLS IS GIVEN. IN PART THREE, THERE IS A DISCUSSION OF THE TECHNIQUES OF IMPARTING INDUSTRIAL SKILLS AND A REVIEW OF CURRENT EXPERIENCE. THE THESIS OF THE WORK IS THAT SYSTEMATIC TRAINING CAN BE APPLIED TO ALL KINDS OF WORK BY (1) ANALYSIS OF THE SKILLS OF EXPERIENCED WORKERS AND (2) THE USE OF THIS ANALYSIS ACCORDING TO WHICH OF THE SIX CLASSES OF WORK IS INVOLVED. (THE CLASSES OF WORK INCLUDE HANDWORK, HANDWORK WITH TOOLS, SINGLE-PURPOSE MACHINE WORK, MULTI-PURPOSE MACHINE WORK, GROUP MACHINE WORK, AND NON-REPETITIVE WORK). THESE ANALYTICAL AND SYSTEMATIC TECHNIQUES PROVIDE, FOR IMPARTING THE SKILL CONTENT OF INDUSTRIAL TASKS, A PROCEDURE PARALLEL TO THAT PROVIDED BY PROGRAMED INSTRUCTION FOR THE KNOWLEDGE CONTENT. (THE DOCUMENT INCLUDES TABLES, FIGURES, PHOTOS, A BIBLIOGRAPHY, AND APPENDICES ON RESEARCH IN SKILL ACQUISITION.) THIS DOCUMENT IS AVAILABLE FROM SIR ISAAC PITMAN AND SONS, LTD., LONDON,

ENGLAND, FOR 50 SHILLINGS. (AUTHOR/ LY)

ED 013 384 AC 001 274

HOOS, IDA R.

ADULT EDUCATION AS A MEANS TO SKILL DEVELOPMENT.

PUB DATE 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *ADULT VOCATIONAL EDUCATION, *EVALUATION, *RETRAINING, *VOCATIONAL COUNSELING, EDUCATIONAL NEEDS, ELECTRONICS, EMPLOYMENT OPPORTUNITIES, FEDERAL AID, FEDERAL LEGISLATION, FINANCIAL NEEDS, MDTA, OCCUPATIONAL INFORMATION, PARTICIPANT CHARACTERISTICS, PRACTICAL NURSING, PROGRAM DESCRIPTIONS, PUBLIC SCHOOLS, SOCIOECONOMIC INFLUENCES, TESTING, VOCATIONAL EDUCATION, WELDING.

THE ROLE OF PUBLICLY FINANCED TRAINING IN THE SAN FRANCISCO BAY AREA IS DISCUSSED IN THE LIGHT OF THE PRESENT STATUS OF VOCATIONAL GUIDANCE AND TRAINING. ACCOUNTS OF AN ELECTRONICS ASSEMBLY CLASS FOR DISPLACED EMPLOYEES OF SMITH-CORONA, A PUBLIC SCHOOL SPONSORED WELDING COURSE FOR MEN AND YOUTH WITH AT LEAST A TENTH-GRADE EDUCATION OR ITS EQUIVALENT, AND A COURSE FOR PROSPECTIVE LICENSED VOCATIONAL NURSES, INCLUDE CASE HISTORIES ILLUSTRATING GENERAL TRAINEE CHARACTERISTICS (AGE, SEX, EDUCATION, JOB EXPERIENCE, MINORITY GROUPS REPRESENTED) AND THE STRENGTHS AND WEAKNESSES OF EXISTING PROGRAMS. RESULTS OF APTITUDE TESTING AND SKILL TRAINING POINT UP THE SCARCITY AND LOW STATUS OF PUBLIC SCHOOL VOCATIONAL EDUCATION, INADEQUATE USE OF LABOR MARKET INFORMATION IN COUNSELING, AND THE CONSEQUENT NEED TO STRENGTHEN AND REORIENT VOCATIONAL PROGRAMS. SPECIFICALLY, THE WELDING AND NURSING PROGRAMS SUCCEEDED BECAUSE THEY REFLECTED THE REALITIES OF THE JOB MARKET, WHILE THE ELECTRONICS ASSEMBLY CLASS FAILED BECAUSE OF THE IMPACT OF TECHNOLOGICAL OBSOLESCENCE. DOCUMENT INCLUDES MAJOR VOCATIONAL LEGISLATION, AND AN APPRAISAL OF PRIVATE VOCATIONAL SCHOOLS. DOCUMENT IS CHAPTER 1 OF RETRAINING THE WORK FORCE, BY IDA R. HOOS, AVAILABLE FOR \$6.00 FROM UNIVERSITY OF CALIFORNIA PRESS, BERKELEY, 94720. (LY)

ED 013 385 AC 001 275

HOOS, IDA R.

TECHNOLOGICAL CHANGE IN THE GOVERNMENT ENTERPRISE, RETRAINING IN THE FEDERAL SERVICE.

PUB DATE 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *FEDERAL GOVERNMENT, *GOVERNMENT EMPLOYEES, *RETRAINING, AEROSPACE TECHNOLOGY, AIR FORCE, AUTOMATION, AVIATION MECHANICS, CIVIL SERVICE COMMISSION, EDUCATIONAL POLICY, ELECTRONIC DATA PROCESSING, EMPLOYMENT OPPORTUNITIES, EVALUATION, INSERVICE COURSES, INTERNAL REVENUE SERVICE, JOB TRAINING, MOBILITY, NAVY, OFFICE OCCUPATIONS EDUCATION, PARTICIPANT CHARACTERISTICS, PERSONNEL POLICY, PROGRAM DESCRIPTIONS, RESEARCH, TECHNOLOGICAL ADVANCEMENT,

TO COUNTERACT BUREAUCRATIC STAGNATION, ENCOURAGE SELF-DEVELOPMENT, AND USE WORKERS EFFECTIVELY, SINCE 1967 THE CIVIL SERVICE COMMISSION HAS EMPHASIZED CONTINUING EDUCATION. CASE STUDIES OF THE INSTRUMENT TECHNICIAN TRAINING PROGRAM AT ALAMEDA NAVAL AIR STATION AND MCCLELLAN AIR FORCE BASE AND THE INTERNAL REVENUE SERVICE AUTOMATED DATA PROCESSING RETRAINING PROGRAM INDICATE THAT SUCCESS DEPENDS ON EARLY IDENTIFICATION OF OBSOLETE SKILLS AND ANTICIPATION OF FUTURE REQUIREMENTS, COUPLED WITH SCREENING PROCEDURES AND CAREFULLY DESIGNED TRAINING COURSES. OCCUPATIONS REMAINING IN DEMAND AFTER NEW METHODS AND MACHINES HAVE ELIMINATED ROUTINE OFFICE AND PRODUCTION JOBS WILL CALL FOR A HIGH DEGREE OF LITERACY AND VERBAL SKILL. BY INCLUDING PERSONNEL SPECIALISTS IN EVERY PHASE OF PLANNING, EVEN IN THE STUDY GROUP ANALYZING OR PROPOSING APPLICATIONS OF AUTOMATION, APPROPRIATE JOB SPECIFICATIONS CAN BE DESIGNED AND TRAINING PROGRAMS FOR CAREER DEVELOPMENT INITIATED. FEDERAL AGENCIES HAVE A DUAL RESPONSIBILITY TOWARD AUTOMATION IN THE FUTURE TO ASSURE HUMAN CAPABILITY TO INCREASE THE EFFECTIVENESS OF AUTOMATION AND TO MINIMIZE ADVERSE IMPACT UPON EMPLOYEES. DOCUMENT IS CHAPTER 2 OF RETRAINING THE WORK FORCE, BY IDA R. HOOS, AVAILABLE FOR \$6.00 FROM UNIVERSITY OF CALIFORNIA PRESS, BERKELEY, 94720. (LY)

ED 013 386 AC 001 276

HOOS, IDA R.

RETRAINING BY PRIVATE INDUSTRY.

PUB DATE 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *INDUSTRIAL TRAINING, *RETRAINING, AEROSPACE TECHNOLOGY, AMERICAN CAN COMPANY, ARMOUR AND COMPANY, AVIATION MECHANICS, COMMUNITY COLLEGES, EDUCATIONAL POLICY, EVALUATION, INDUSTRY, KAISER INDUSTRIES, LOCKHEED AIRCRAFT COMPANY, MOTIVATION, ON THE JOB TRAINING, PARTICIPANT CHARACTERISTICS, PROGRAM DESCRIPTIONS, PROGRAMED INSTRUCTION, PUBLIC SCHOOLS, QUALITY CONTROL, SKILLED LABOR, SKILLED OCCUPATIONS, TECHNOLOGICAL ADVANCEMENT.

SEVERAL SAN FRANCISCO BAY AREA COMPANIES WERE EXAMINED FOR SPECIFIC PROGRAMS FOR DISPLACED EMPLOYEES. ARMOUR AND COMPANY SOUGHT TO GUIDE DISPLACED EMPLOYEES TO CLASSES OR COURSES OF ACTION OUTSIDE ITS OWN SPHERE OF OPERATION. LOCKHEED HAS PROVIDED UNUSUALLY WELL FOR UPGRADING AND RETRAINING, MAINLY BECAUSE OF INDUSTRY FLUCTUATIONS AND RAPID TECHNOLOGICAL CHANGE. AMERICAN CAN COMPANY OFFERED JOURNEYMEN A COMBINATION OF ON-THE-JOB TRAINING AND JUNIOR COLLEGE COURSES. THE WESTERN DIE CASTING COMPANY FOCUSED ON IMPROVED QUALITY CONTROL BY MEANS OF A TRACER LATHE OPERATORS' PROGRAM, KAISER AEROSPACE CORPORATION PARTLY SUCCEEDED IN REDUCING TURNOVER. FINDINGS SHOW THAT (1) INDUSTRY DEVELOPS FEW TRAINING PROGRAMS EXCEPT DURING

LABOR SHORTAGES, (2) DISPLACES MAY NOT BE NEEDED, OR ELSE LOW SKILLS MAKE SALVAGE IMPOSSIBLE, (3) PROGRAMS OFTEN FAIL TO MEET ANTICIPATED SKILL CHANGES BECAUSE OF POOR COMMUNICATION WITHIN THE ORGANIZATION, AND (4) VALUES OF TRAINING EMERGE DESPITE LABOR CONDITIONS. DOCUMENT IS CHAPTER 3 OF RETRAINING THE WORK FORCE, BY IDA R. HOOS, AVAILABLE FOR \$6.00 FROM UNIVERSITY OF CALIFORNIA PRESS, BERKELEY, 94720. (LY)

ED 013 387

HOOS, IDA R.

UNION-SPONSORED RETRAINING PROGRAMS.

PUB DATE 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *LABOR EDUCATION, *LABOR UNIONS, *RETRAINING, *SKILLED OCCUPATIONS, ADULT VOCATIONAL EDUCATION, APPRENTICESHIPS, COOKING INSTRUCTION, ELECTRONICS, EMPLOYMENT OPPORTUNITIES, FINANCIAL SUPPORT, INDUSTRIAL TRAINING, JOB TRAINING, MDTA, PLUMBING, PROGRAM DESCRIPTIONS, RADIO TECHNOLOGY.

UNION-SPONSORED TRAINING PROGRAMS WERE PROVIDED IN THE SAN FRANCISCO BAY AREA TO UPGRADE SKILLS OF MARINE COOKS AND STEWARDS, SHIPS' RADIO OPERATORS, JOURNEYMAN PLUMBERS AND GASFITTERS, AND MEMBERS OF THE INTERNATIONAL BROTHERHOOD OF ELECTRICAL WORKERS (IBEW). THESE PROGRAMS WERE THE ONLY COHESIVE UNION SPONSORED CURRICULA IN THAT AREA. MAJOR ASPECTS SUCH AS TRAINEE MOBILITY AND AGE, ATTITUDES TOWARD CLASSROOM SITUATIONS AND TESTING, PROGRAM COSTS AND FINANCIAL POLICY, INSTRUCTOR TRAINING, AND THE SCOPE AND APPLICABILITY OF TRAINING, WERE EXAMINED. FINDINGS INDICATE UNION PREFERENCE FOR APPRENTICESHIPS, LACK OF CLEAR TRAINING PURPOSE, DIFFICULTY IN RECRUITING TRAINEES, DISAGREEMENT BETWEEN UNIONS AND PUBLIC SCHOOL SYSTEMS ON TRAINER QUALIFICATIONS, AND ILL-DEFINED LABOR MARKET CONDITIONS. MOREOVER, THE MAIN DETERMINANT OF POLICY APPEARS TO BE THE UNION'S PRESENT OR EXPECTED SPHERE OF AUTHORITY. DOCUMENT INCLUDES 2 TABLES. DOCUMENT IS CHAPTER 4 OF RETRAINING THE WORK FORCE, BY IDA R. HOOS, AVAILABLE FOR \$6.00 FROM UNIVERSITY OF CALIFORNIA PRESS, BERKELEY, 94720. (LY)

ED 013 388

HOOS, IDA R.

RETRAINING OF THE UNDERPRIVILEGED, THE NEIGHBORHOOD HOUSE STORY.

PUB DATE 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *DISADVANTAGED YOUTH, *JOB PLACEMENT, *NEGROES, *RETRAINING, CASE STUDIES (EDUCATION), EDUCATIONAL BACKGROUND, EMPLOYMENT PATTERNS, JOB TRAINING, MDTA, MOTIVATION, NEGRO EMPLOYMENT, NEIGHBORHOOD CENTERS, OCCUPATIONAL SURVEYS, PARTICIPANT

CHARACTERISTICS, PROGRAM DESCRIPTIONS, SOCIOECONOMIC INFLUENCES, STATISTICAL DATA, UNEMPLOYED, VOCATIONAL ADJUSTMENT, WORK ATTITUDES, WORK EXPERIENCE PROGRAMS.

AN ACCOUNT OF JOB UPGRADING AT NEIGHBORHOOD HOUSE, NORTH RICHMOND, CALIFORNIA, DOCUMENTS THE LARGELY INADEQUATE EDUCATION AND SEVERE EMPLOYMENT DIFFICULTIES OF NEGROES IN THE GREATER SAN FRANCISCO AREA. DESCRIBES TRAINEE CHARACTERISTICS AND PROBLEMS, DESIRED UPGRADING EXPERIENCES, LIAISON WITH THE STATE EMPLOYMENT SERVICE, COOPERATION WITH THE NATIONWIDE NEIGHBORHOOD YOUTH CORPS, AND WORK EXPERIENCE PROJECTS IN NEIGHBORHOOD HOUSE AND IN "PROJECT GROWTH" FARM LABOR CAMPS. THE JOB UPGRADING PROJECT SOUGHT TO PROVIDE POSITIVE ORIENTATION TOWARD WORK, GUIDANCE AND TRAINING, (INCLUDING REMEDIAL EDUCATION), PREPARATION FOR JOB STABILITY AND ADVANCEMENT, AND GROWTH IN RESPONSIBILITY AND CITIZENSHIP, FOR UNEMPLOYED PERSONS AGED 16 OR OVER. THE CASE STUDIES IN PARTICULAR INDICATE THE TECHNIQUES USED TO ACHIEVE VOCATIONAL ADJUSTMENT, AND THE OVERALL SUCCESS OF THE PROJECT. THE NEIGHBORHOOD HOUSE APPROACH IS VIEWED AS BEING APPLICABLE ELSEWHERE TO COMBAT UNEMPLOYMENT AND UNEMPLOYABILITY. DOCUMENT INCLUDES 6 TABLES. DOCUMENT IS CHAPTER 5 OF RETRAINING THE WORK FORCE, BY IDA R. HOOS, AVAILABLE FOR \$6.00 FROM UNIVERSITY OF CALIFORNIA PRESS, BERKELEY, 94720. (LY)

ED 013 389

HOOS, IDA R.

RETRAINING OF THE UNDERPRIVILEGED-THE JOB CORPS AND PROGRAMS FOR WELFARE RECIPIENTS.

PUB DATE 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *DISADVANTAGED YOUTH, *JOB TRAINING, *WELFARE RECIPIENTS, ADULT VOCATIONAL EDUCATION, CALIFORNIA, CASE STUDIES (EDUCATION), EDUCATIONAL ENVIRONMENT, EMPLOYMENT OPPORTUNITIES, EVALUATION, FINANCIAL SUPPORT, JOB CORPS, JOB PLACEMENT, LOW INCOME GROUPS, OFFICE OF ECONOMIC OPPORTUNITY, ON THE JOB TRAINING, PARTICIPANT CHARACTERISTICS, PROGRAM DESCRIPTIONS, RESIDENTIAL PROGRAMS, UNEMPLOYED, VOCATIONAL REHABILITATION, WELFARE SERVICES, WORK ATTITUDES, WORK EXPERIENCE PROGRAMS.

THIS STUDY ASSESSES JOB CORPS CURRICULUM AND FACILITIES FOR BASIC ORIENTATION AND EDUCATION OF UNEMPLOYED, DISADVANTAGED, POORLY MOTIVATED YOUTH, AND REVIEWS TRAINING PROGRAMS FOR WELFARE RECIPIENTS IN SANTA CLARA AND ALAMEDA COUNTIES, CALIFORNIA. OBSERVATIONS OF SELECTED JOB CORPS CENTERS REVEALED SUPERIOR PHYSICAL FACILITIES BUT LESS THAN SATISFACTORY HUMAN RELATIONS. SANTA CLARA COUNTY UNDERTOOK VOCATIONAL REHABILITATION, REMEDIAL EDUCATION, AND PLACEMENT OF OVER 2800 PERSONS DURING 1964-65, WITH FAVORABLE RESULTS IN JOB PLACEMENTS AND REDUCED WELFARE COSTS. THE ALAMEDA COUNTY PROGRAM ("OPERATION SELF-SUPPORT") PROVIDED VOCATIONAL RE-

HABILITATION (LITERACY CLASSES, JOB PREPARATION CLASSES, TRADE COURSES, COUNTY WORK PROJECTS, OUTSIDE OPENINGS) FOR ABOUT 800 CLIENTS, INCLUDING MANY AID TO NEEDY CHILDREN (ANC) MOTHERS. THE 8 CASE HISTORIES FROM THE ALAMEDA COUNTY JOB PREPARATION CLASSES INCLUDE EVALUATIONS BY TRAINEES, AND HIGHLIGHT SUCH PROBLEMS AS SUBSTANDARD EDUCATION, LOW EMPLOYMENT SKILLS, POOR MENTAL AND PHYSICAL HEALTH, AND CHILD CARE NEEDS. DOCUMENT IS CHAPTER 6 OF RETRAINING THE WORK FORCE, BY IDA R. HOOS, AVAILABLE FOR \$6.00 FROM UNIVERSITY OF CALIFORNIA PRESS, BERKELEY, 94720. (LY)

ED 013 390

HOOS, IDA R.

RETRAINING UNDER THE MANPOWER DEVELOPMENT AND TRAINING ACT OF 1962-INSTITUTIONAL PROGRAMS.

PUB DATE 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *EVALUATION, *FEDERAL LEGISLATION, *MANPOWER DEVELOPMENT, *PROGRAM DESCRIPTIONS, *RETRAINING, ADULT VOCATIONAL EDUCATION, DISTRIBUTIVE EDUCATION, EMPLOYMENT EXPERIENCE, FEDERAL AID, FINANCIAL SUPPORT, JOB TRAINING, LABORATORY TECHNOLOGY, MDTA, OFFICE OCCUPATIONS EDUCATION, PARTICIPANT CHARACTERISTICS, PRACTICAL NURSING, PROGRAM EFFECTIVENESS, SKILL CENTERS, TRAINING TECHNIQUES, UNEMPLOYED.

A DISCUSSION OF INSTITUTIONAL RETRAINING PROGRAMS UNDER THE MANPOWER DEVELOPMENT AND TRAINING ACT (1962) OUTLINES MANPOWER REPORTING AND TRAINING PROVISIONS OF THE ACT ITSELF, DISCUSSES PROBLEMS OF IMPLEMENTATION IN CALIFORNIA (I.E., DIFFICULTY IN FURNISHING ON-THE-JOB PROGRAMS AND PROPER COUNSELING), OUTLINES NATIONAL AND REGIONAL TRAINING UNDER MDTA (INCLUDING FINANCING OF REMEDIAL EDUCATION), DESCRIBES THE PROGRAM OF THE EAST BAY SKILLS CENTER IN OAKLAND, AND REVIEWS MDTA PROGRAMS TO DEVELOP LICENSED VOCATIONAL NURSES, CHEMISTS' ASSISTANTS, RETAIL CLERKS, AND STENOGRAPHERS IN THE SAN FRANCISCO BAY AREA. CASE MATERIALS SUGGEST THAT ECONOMIC PROSPERITY HAS BROUGHT INTO SHARPER FOCUS THE SKILL DEFICIENCIES AND RELATED HANDICAPS OF THE HARD-CORE UNEMPLOYED. DOCUMENT INCLUDES FOOTNOTES AND ONE TABLE (CHARACTERISTICS OF EAST BAY SKILLS CENTER ENROLLEES). DOCUMENT IS CHAPTER 7 OF RETRAINING THE WORK FORCE, BY IDA R. HOOS, AVAILABLE FOR \$6.00 FROM UNIVERSITY OF CALIFORNIA PRESS, BERKELEY, 94720. (LY)

ED 013 391

HOOS, IDA R.

RETRAINING UNDER THE MANPOWER DEVELOPMENT AND TRAINING ACT OF 1962-ON-THE-JOB PROGRAMS.

PUB DATE 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *EVALUATION, *ON THE JOB TRAINING, *RETRAINING, ADULT VOCATIONAL EDUCATION, CASE STUDIES (EDUCATION), EDUCATIONAL BACKGROUND, EMPLOYMENT EXPERIENCE,

AC 001 280

AC 001 279

AC 001 278

AC 001 281

FEDERAL LEGISLATION, FINANCIAL SUPPORT, LABOR UNIONS, MDTA CALIFORNIA, OPERATING ENGINEERING, PARTICIPANT CHARACTERISTICS, PRINTING, PROGRAM DESCRIPTIONS, PROGRAM EVALUATION, SERVICE EDUCATION, SKILLED LABOR.

IN 1963, PROGRAMS WERE PROVIDED IN THE SAN FRANCISCO BAY AREA, UNDER MDTA, ALL BUT ONE (HOSPITAL ORDERLIES) BEING UNION SPONSORED. THE MILLMEN AND CABINET WORKERS' LAYOUT COURSE FOR JOURNEYMEN SEEKING CERTIFICATION INVOLVED 12 WEEKS OF THEORETICAL AND ON-THE-JOB TRAINING. THE PROGRAM FOR ORDERLIES AT KAISER FOUNDATION HOSPITAL ENROLLED 12 MEN FOR 6 WEEKS OF INTENSIVE INSTRUCTION AND SUPERVISION. THE PRINTING PRESSMEN COURSE, UNDER A JOINT LABOR-MANAGEMENT TRAINING COMMISSION, PROVIDED 20 WEEKS OF OFFSET PRINTING CLASSES TO UPGRADE EMPLOYEES. WEEKLY LINOFILM OPERATOR AND TELETYPE MACHINIST CLASSES WERE PROVIDED DURING 1963-64. PROSPECTIVE OPERATING ENGINEERS TOOK 6 WEEKS OF ON-SITE INSTRUCTION AND PRACTICE AT CAMP ROBERTS, WITH MARINE COOKS AND STEWARDS' SCHOOL TRAINEES PROVIDING FOOD SERVICE. EXPENSES AND FEES, FACILITIES, WAGE SCALES, COURSE COMPLETERS, SUBSEQUENT EMPLOYMENT, AND PROGRAM EVALUATIONS BY TRAINEES, ARE INDICATED. PROGRAMS WERE CALLED SUCCESSFUL, ALTHOUGH DATA ARE INCONCLUSIVE. DOCUMENT IS CHAPTER 8 OF RETRAINING THE WORK FORCE, BY IDA R. HOOS, AVAILABLE FOR \$6.00 FROM UNIVERSITY OF CALIFORNIA PRESS, BERKELEY, 94720. (LY)

ED 013 392 AC 001 324

BRUCE, ROBERT L. CARTER, G.L., JR.
ADMINISTRATIVE CLIMATE.

PUB DATE 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *ADMINISTRATOR ROLE, *LEADERSHIP STYLES, *MOTIVATION, *ORGANIZATIONAL CLIMATE, *TASK PERFORMANCE, ADMINISTRATIVE PERSONNEL, ADMINISTRATIVE POLICY, CO-OPERATIVE EXTENSION SERVICE, EMPLOYER EMPLOYEE RELATIONSHIP, EXTENSION AGENTS, FEEDBACK, INDIVIDUAL COUNSELING, INSERVICE EDUCATION, LEADERSHIP TRAINING, PROFESSIONAL TRAINING, PSYCHOLOGICAL NEEDS, QUALITY CONTROL, TEACHING METHODS, WORK ATTITUDES, WORKSHOPS.

IN THE COOPERATIVE EXTENSION SERVICE, STYLES OF LEADERSHIP PROFOUNDLY AFFECT THE QUALITY OF THE SERVICE RENDERED. ACCORDINGLY, MAJOR INFLUENCES ON ADMINISTRATIVE CLIMATE AND EMPLOYEE PRODUCTIVITY ARE EXAMINED IN ESSAYS ON (1) SOURCES OF JOB SATISFACTION AND DISSATISFACTION, (2) MOTIVATIONAL THEORIES BASED ON JOB-RELATED SATISFACTIONS AND NEEDS, IDENTIFICATION WITH ORGANIZATIONAL GOALS, THE MASLOW HIERARCHY OF PSYCHOLOGICAL AND OTHER NEEDS, AND ATTITUDES, (3) THE NATURE, REQUIREMENTS, PROBLEM AREAS, AND VARIABLES OF ADMINISTRATIVE FEEDBACK, (4) THE CONTRASTING LEADERSHIP STYLES OF ADMINISTRATIVE MANAGERS (USUALLY EMBROILED IN DAY TO DAY ORGANIZATIONAL DECISION-MAKING) AND ADMINISTRATIVE LEADERS (ORIENTED TO

LONG-RANGE PLANNING AND GOAL SETTING), AND (5) THE VALUE OF THE COUNSELING APPROACH (FACE TO FACE EXCHANGE OF IDEAS, OPINIONS, AND FEELINGS IN A FRIENDLY ATMOSPHERE) IN EDUCATING EXTENSION PERSONNEL AND CLIENTS. (THE DOCUMENT ALSO INCLUDES THE CASE HISTORY OF A SUCCESSFUL OHIO COOPERATIVE EXTENSION WORKSHOP ON MEANS OF IMPROVING INSTRUCTION.) THIS JOURNAL ISSUE IS AVAILABLE, FOR \$1.50, FROM JOURNAL OF COOPERATIVE EXTENSION, 107 AGRICULTURAL HALL, UNIVERSITY OF WISCONSIN, MADISON, WISCONSIN 53706. (LY)

ED 013 393 AC 001 355

BENTLEY, HAROLD W. MOE, EDWARD O.
REPORT ON THE INTERAMERICAN CONSULTATION ON URBAN COMMUNITY DEVELOPMENT (PANAMA CITY, PANAMA, JUNE 7-9, 1966).

ADULT EDUCATION ASSN. OF U.S.A., WASHINGTON, D.C.

PUB DATE 66

EDRS PRICE MF-\$0.50 HC-\$2.75 67P.

DESCRIPTORS *COMMUNICATION PROBLEMS, *COMMUNITY DEVELOPMENT, *CULTURAL EXCHANGE, *TECHNICAL ASSISTANCE, *URBAN AREAS, COMMUNITY CONSULTANTS, COMMUNITY RESOURCES, FINANCIAL SUPPORT, INTERNATIONAL ORGANIZATIONS, LATIN AMERICA, LEADERSHIP TRAINING, NATIONAL PROGRAMS, PANAMA NUEVO VERANILLO PROJECT, ROLE PERCEPTION, RURAL URBAN DIFFERENCES, SPANISH AMERICANS, SPANISH SPEAKING, SPECIALISTS, UNITED STATES, URBAN SLUMS, VOLUNTEERS.

THE INTERAMERICAN CONSULTATION ON URBAN DEVELOPMENT WAS ORGANIZED BY THE ADULT EDUCATION ASSOCIATION OF THE UNITED STATES, UNDER CONTRACT WITH THE AGENCY FOR INTERNATIONAL DEVELOPMENT (AID). REPRESENTATIVES FROM EIGHT LATIN AMERICAN COUNTRIES, THE UNITED STATES, AND INTERNATIONAL ORGANIZATIONS SUCH AS THE PEACE CORPS, UNESCO, UN, AND AID ATTEMPTED TO IDENTIFY THE MAJOR ISSUES IN COMMUNITY DEVELOPMENT IN URBAN AREAS, EXCHANGE INFORMATION ABOUT EXISTING PROGRAMS, AND EXPLORE WAYS TO FACILITATE A TWO-WAY EXCHANGE OF IDEAS. AMONG THE 11 MAJOR ISSUES IN COMMUNITY DEVELOPMENT DISCUSSED WERE: CLARIFICATION OF THE CONCEPT OF COMMUNITY DEVELOPMENT AND ITS RELEVANCE IN URBAN AREAS, URBANIZATION AND NATIONAL DEVELOPMENT, STRUCTURE FOR COMMUNITY PARTICIPATION, DISCRIMINATION BASED ON COLOR, CULTURE, AND CLASS DIFFERENCES, USE OF COMMUNITY RESOURCES, ROLES OF THE PEOPLE, TECHNICAL SPECIALISTS AND FOREIGN AGENCIES. THE NUEVO VERANILLO PROJECT IN PANAMA CITY WAS STUDIED. CRITICAL PROBLEMS IN THE RELATIONSHIPS OF THE AMERICAS WERE REVEALED—DIFFERING PHILOSOPHIES, APPROACHES, AND POLITICS. AMONG THE SUGGESTIONS FOR STRENGTHENING DEVELOPMENT PROGRAMS IN THE AMERICAS WERE MORE INTERNATIONAL MEETINGS AND THE ESTABLISHMENT OF A CLEARINGHOUSE ON LANGUAGE AND TRANSLATION PROBLEMS. (PT)

ED 013 394 LOUBERT, J. DANIEL

AC 001 358

THE TRANSCULTURAL RESEARCH AND TRAINING INSTITUTE (TCI).
HUMAN SCIENCES RESEARCH INC., MCLEAN, VA.

REPORT NUMBER AD-651-312

PUB DATE APR 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *CROSS CULTURAL TRAINING, *EDUCATIONAL NEEDS, *PROGRAM PROPOSALS, *TRAINING OBJECTIVES, *TRAINING TECHNIQUES, CULTURAL AWARENESS, CULTURE CONFLICT, FOREIGN CULTURE, LEARNING ACTIVITIES, LEARNING DIFFICULTIES, SIMULATED ENVIRONMENT, SIMULATION, UNITED STATES.

MANY AMERICANS EMPLOYED OVERSEAS, ESPECIALLY NAVY AND MARINE PERSONNEL, NEED KNOWLEDGE OF THE CULTURES IN WHICH THEY LIVE. THERE IS CRITICISM OF TRADITIONAL WAYS OF SELECTING PERSONS AND TRAINING THEM. A NUMBER OF NEW TECHNIQUES, BASED ON EXPERIMENTAL TRAINING IN SIMULATION OF FOREIGN SOCIETIES, SEEM TO PROVIDE FOR OVERCOMING INTERNALIZATION BLOCKAGE AND PERMITTING THE TRAINEE TO ACQUIRE THE "FEEL AND FLAVOR" OF THE OTHER CULTURE. MILITARY AND CIVILIAN GOVERNMENT AGENCIES SHOULD COMBINE WITH ACADEMIC, CORPORATE, AND OTHER PRIVATE AMERICAN ORGANIZATIONS TO ESTABLISH A TRANSCULTURAL RESEARCH AND TRAINING INSTITUTE. THIS WOULD PROVIDE THE SETTING FOR FOREIGN AND AMERICAN TRAINEES AND RESEARCHERS TO USE, EVALUATE, AND REFINE EXPERIMENTAL TRAINING TECHNIQUES. IT WOULD ALSO SERVE AS A NATIONAL RESEARCH AND INFORMATION CENTER ON PROBLEMS OF CROSS-CULTURAL TRANSFER. A FEASIBILITY STUDY, FOLLOWED BY FURTHER PLANNING AND DEVELOPMENT, IS URGED. (THE DOCUMENT INCLUDES 83 REFERENCES.) THIS DOCUMENT, AD-651-312, IS AVAILABLE FROM THE CLEARINGHOUSE FOR FEDERAL SCIENTIFIC AND TECHNICAL INFORMATION, SPRINGFIELD, VA. 22151. MICROFICHE \$0.65, HARDCOPY \$3.00. (AUTHOR/LY)

ED 013 395 AC 001 359

KUSEWITT, J.B.
DEVELOPMENT OF CRITERIA AND METHODS FOR EVALUATING TRAINER AIRCRAFT EFFECTIVENESS.

LTV AEROSPACE CORP., DALLAS, TEX.

VOUGHT AERO. DIV.

REPORT NUMBER AD-651-421

PUB DATE MAR 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *CRITERIA, *EFFECTIVE TEACHING, *EVALUATION TECHNIQUES, *FLIGHT TRAINING, *JOB ANALYSIS, ADULT DROPOUTS, CURRICULUM, EVALUATION, INSTRUMENTATION, LEARNING PROCESSES, PERCEPTUAL MOTOR LEARNING, SCHOOL HOLDING POWER, TASK PERFORMANCE, TIME FACTORS (LEARNING).

THE PURPOSE OF THIS STUDY WAS TO DEVELOP A METHOD FOR DETERMINING OBJECTIVE MEASURES OF TRAINER AIRCRAFT EFFECTIVENESS TO EVALUATE PROGRAM ALTERNATIVES FOR TRAINING PILOTS FOR FLEET FIGHTER AND ATTACK-TYPE AIRCRAFT. THE TRAINING SYLLABUS WAS BASED ON AVERAGE STUDENT ABILITY. THE BASIC PROBLEM WAS TO ESTABLISH QUANTITATIVE TIME-DIFFICULTY RELATIONSHIPS. THE TIME DEMAND METHOD WAS DEVELOPED DURING

THE STUDY AND APPLIED AT THE INDIVIDUAL SUBTASK-INCREMENTAL TIME LEVEL. IT WAS FOUND THAT THE LANDING APPROACH OPERATION WAS THE PRIMARY DETERMINANT OF AIRCRAFT PHASING IN TRAINING. A PLOT OF LANDING APPROACH COMPLEXITIES VERSUS STAGE COMPLETION TIME REVEALED A MATHEMATICALLY DEFINABLE AVERAGE LEARNING CURVE WITH A HIGH CORRELATION OF DATA POINTS. OTHER TRAINING STAGE COMPLEXITIES ALSO CORRELATED WELL WITH THIS CURVE. ESTIMATES OF THE TIME IMPLICATIONS OF TRAINER AIRCRAFT, TOGETHER WITH ADDITIONAL TYPES OF ANALYSES, LED TO VARIOUS CONCLUSIONS ON THE FLIGHT TRAINING PROBLEM. THE PROPOSED UTILIZATION PERIOD FOR THIS METHODOLOGY IS 1968-78. THIS DOCUMENT, AD-651-421, IS AVAILABLE FROM THE CLEARINGHOUSE FOR FEDERAL SCIENTIFIC AND TECHNICAL INFORMATION, SPRINGFIELD, VA. 22151. MICROFICHE \$0.65, HARDCOPY \$3.00. (AUTHOR/LY)

ED 013 396 AC 001 360

LANE, NORMAN E. PETERSON, FLOYDE E. COLLEGE MAJOR DIFFERENCES IN NAVAL FLIGHT OFFICER TRAINING PERFORMANCE.

NAVAL AEROSPACE MEDICAL INST., PEN. SACOLA, FLA.

REPORT NUMBER NAMI-SR-66-7

REPORT NUMBER AD-651-935

PUB DATE 15 NOV 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *ACADEMIC PERFORMANCE, *FLIGHT TRAINING, *TASK PERFORMANCE, *UNDERGRADUATE STUDY, *UNITS OF STUDY (SUBJECT FIELDS), EDUCATIONAL BACKGROUND, EVALUATION, GRADES (SCHOLASTIC), MILITARY TRAINING, PERSISTENCE, SELECTION, STATISTICAL DATA.

PERFORMANCE IN NAVAL FLIGHT OFFICER (NFO) TRAINING WAS EXAMINED IN RELATION TO MAJOR AREAS OF STUDY IN COLLEGE. EACH OF 1,231 STUDENT NFO'S WAS ASSIGNED TO ONE OF 16 COLLEGE MAJOR CATEGORIES. MEANS AND STANDARD DEVIATIONS OF EACH CATEGORY WERE COMPUTED ON EACH OF 24 TESTS AND TRAINING PERFORMANCE VARIABLES, AND THE TRAINING COMPLETION RATE WAS DETERMINED FOR EACH CATEGORY. SIGNIFICANT DIFFERENCES WERE FOUND AMONG 16 COLLEGE MAJOR CATEGORIES WITH RESPECT TO INITIAL SELECTION TEST SCORES, PREFLIGHT AND BASIC NAO SCHOOL GRADES, AND COMPLETION RATE. ENGINEERS AND NAVAL ACADEMY GRADUATES WERE CONSISTENTLY HIGH IN PERFORMANCE WHILE SOCIAL SCIENCE AND PHYSICAL EDUCATION MAJORS SHOWED CONSISTENTLY LOW PERFORMANCE. IMPLICATIONS OF COLLEGE MAJOR DIFFERENCES FOR SELECTION OF NFO'S ARE DISCUSSED. (THE DOCUMENT INCLUDES 26 TABLES.) THIS DOCUMENT, AD-651-935, IS AVAILABLE FROM THE CLEARINGHOUSE FOR FEDERAL SCIENTIFIC AND TECHNICAL INFORMATION, SPRINGFIELD, VA. 22151. MICROFICHE \$0.65, HARDCOPY \$3.00. (AUTHOR/LY)

ED 013 397 AC 001 361

GRACE, GLORIAL. HOFLAND, N.A. MULTI-MEDIA TRAINING FOR CROSS-CULTURAL INTERACTION. SYSTEM DEVELOPMENT CORP., SANTA MONICA, CALIF.

REPORT NUMBER SDC-SP-2812

REPORT NUMBER AD-651-574

PUB DATE 05 APR 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *AUDIOVISUAL AIDS, *CROSS CULTURAL TRAINING, *CURRICULUM, *INSTRUCTIONAL MATERIALS, *TRAINING OBJECTIVES, AREA STUDIES, CULTURAL DIFFERENCES, CULTURE CONFLICT, FOREIGN CULTURE, FOREIGN RELATIONS, LANGUAGE INSTRUCTION, PUBLIC POLICY, SYSTEMS DEVELOPMENT CORPORATION, UNITED STATES.

IN ADDITION TO TECHNICAL KNOWLEDGE, CROSS-CULTURAL INTERACTION SKILLS ARE REQUIRED BY AMERICANS FOR SUCCESSFUL OVERSEAS MISSIONS. SINCE CROSS-CULTURAL EXPERIENCE IS NOT READILY AVAILABLE IN THE UNITED STATES, A PRACTICAL TRAINING PROGRAM IS REQUIRED TO DEVELOP NECESSARY SKILLS AND ATTITUDES. TRAINING MATERIAL PACKAGES, NOTABLY THE SELF-CONTAINED PACKAGE (PLANNED AIDS FOR CROSS-CULTURAL KNOWLEDGE, ACTION, AND GROWTH IN EFFECTIVENESS), HAVE BEEN DEVELOPED BY THE SYSTEMS DEVELOPMENT CORPORATION. TYPICAL ELEMENTS ARE-LEADER'S MANUAL, INTERACTION MAPS (STUDENT PLANNING GUIDES), PICTURE CARDS, FILM STRIPS, AUDIO TAPES, VIDEO TAPES, RADIO PROGRAMS, MOTION PICTURES, SYNTHETIC SITUATION SETTINGS, QUESTION AND ANSWER DISCUSSION AIDS, AND WORKSHEETS FOR INDEPENDENT STUDY. CONTENT UNITS CONSIST OF GENERAL PRINCIPLES, AMERICAN FOREIGN AND DOMESTIC POLICY, AREA STUDY, AND LANGUAGE STUDY. AN INSTRUCTOR ACTING AS A LEADER CAN TRAIN HIS STUDENTS BY FOLLOWING THE DIRECTIONS AND USING THE MATERIALS PROVIDED. HIS FULL EFFORT CAN BE GIVEN TO GUIDING THE STUDENT. THIS DOCUMENT, AD-651-574, IS AVAILABLE FROM THE CLEARINGHOUSE FOR FEDERAL SCIENTIFIC AND TECHNICAL INFORMATION, SPRINGFIELD, VA. 22151. MICROFICHE \$0.65, HARDCOPY \$3.00. (AUTHOR/LY)

ED 013 398 AC 001 368

BENNIS, WARREN G. PRINCIPLES AND STRATEGIES OF DIRECTING ORGANIZATIONAL CHANGE VIA LABORATORY TRAINING.

PUB DATE 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *EDUCATIONAL PLANNING, *HUMAN RELATIONS, *LABORATORY TRAINING, *MANAGEMENT DEVELOPMENT, *ORGANIZATIONAL CHANGE, ADMINISTRATOR ROLE, CASE STUDIES (EDUCATION), CHANGE AGENTS, CULTURAL FACTORS, ETHICAL VALUES, LEADERSHIP STYLES, LEARNING READINESS, ORGANIZATIONAL CLIMATE, POWER STRUCTURE, SOCIAL CHANGE, SOCIAL INFLUENCES.

THIS CHAPTER OF A LARGER WORK ON THE SOCIOLOGY OF ORGANIZATIONAL CHANGE SUGGESTS GUIDELINES FOR USING LABORATORY TRAINING WITHIN ORGANIZATIONAL SOCIAL SYSTEMS. THE ULTIMATE AIM OF SUCH TRAINING IS NOT ONLY TO IMPART HUMAN RELATIONS SKILLS TO THE PARTICIPANTS, BUT ALSO TO CHANGE ORGANIZATIONAL VALUES SO THAT HUMAN FEELINGS ARE REGARDED AS LEGITIMATE. THE EFFECTIVE CHANGE AGENT NEEDS PROFESSIONAL AND HUMAN RELATIONS SKILLS, NONAUTHORITARIAN STYLE, AND THE ASSURANCE OF ACCEPTANCE WITHIN

THE TARGET ORGANIZATION. MOREOVER, TRAINING GOALS MUST BE APPROPRIATE AND FEASIBLE, THE TARGET SYSTEM AND ITS HIGH OFFICERS MUST BE PREPARED FOR, AND ORIENTED TO, LABORATORY TRAINING, AND PARTICIPATION SHOULD BE STRICTLY VOLUNTARY. (THE DOCUMENT INCLUDES 17 REFERENCES, THREE CASE HISTORIES ILLUSTRATING CAUSES OF LABORATORY TRAINING FAILURES, AND A FIVE-STEP MODEL FOR DIAGNOSING THE STATE OF THE TARGET SYSTEM.) THIS DOCUMENT IS CHAPTER 8 IN CHANGING ORGANIZATIONS, BY WARREN G. BENNIS, WHICH IS AVAILABLE FROM MCGRAW-HILL, NEW YORK. (LY)

ED 013 399 AC 001 383

SOMERS, GERALD G. RETRAINING AND MIGRATION AS FACTORS IN REGIONAL ECONOMIC DEVELOPMENT. WISCONSIN UNIV., MADISON

PUB DATE 15 SEP 66

EDRS PRICE MF-\$0.50 HC-\$4.12 101P.

DESCRIPTORS *CAPITAL OUTLAY (FOR FIXED ASSETS), *DEPRESSED AREAS (GEOGRAPHIC), *ECONOMIC RESEARCH, *HUMAN RESOURCES, *REGIONAL PLANNING, AGE DIFFERENCES, COMPARATIVE ANALYSIS, DEMOGRAPHY, FINANCIAL SUPPORT, LABOR MARKET, MANPOWER UTILIZATION, MIGRATION PATTERNS, MOBILITY, PUBLIC POLICY, RELOCATION, RESEARCH REVIEWS (PUBLICATIONS), RETRAINING, TECHNOLOGICAL ADVANCEMENT, UNEMPLOYED, UNITED STATES, WESTERN EUROPE.

THIS REPORT, PREPARED FOR THE OFFICE OF REGIONAL ECONOMIC DEVELOPMENT, FEATURES A REVIEW OF RECENT RESEARCH ON RETRAINING AND MIGRATION AS INDEPENDENT AND INTERACTING FACTORS IN REGIONAL ECONOMIES. FINDINGS ARE ALSO RELATED TO CURRENT UNITED STATES MANPOWER POLICY AND TO RETRAINING AND RELOCATION SCHEMES IN WESTERN EUROPE. IN THE UNITED STATES, UNEMPLOYED WORKERS WILLING TO RELOCATE TEND TO BE RELATIVELY YOUNG (LARGELY MALES AGED 20-35), WITH FEW COMMUNITY TIES AND LITTLE OR NO PROPERTY, AND EITHER WELL INFORMED ON THE LABOR MARKET ELSEWHERE OR WILLING TO TAKE RISKS. RETRAINING AND RELOCATION HAVE GENERALLY PROVED HELPFUL TO SUCH WORKERS, BUT EFFECTS ON NATIONAL AND REGIONAL UNEMPLOYMENT ARE STILL INCONCLUSIVE. NEVERTHELESS, INVESTMENTS IN PHYSICAL CAPITAL APPEAR USELESS WITHOUT INVESTMENTS IN THE EDUCATION, TRAINING, AND MOBILITY OF THE LABOR FORCE. ACCORDINGLY, EXISTING PROGRAMS AND SERVICES MUST BE CLOSELY COORDINATED AT LOCAL, STATE, REGIONAL, AND FEDERAL LEVELS, AND MORE RESEARCH MUST BE CONDUCTED ON SOCIOECONOMIC BENEFITS AND COSTS, EMPLOYMENT TRENDS, AND WAYS OF MEETING THE ACUTE NEEDS OF OLDER WORKERS AND THE FUNCTIONALLY ILLITERATE. (THE DOCUMENT INCLUDES SPECIFIC CASE HISTORIES AND ACTIVITIES, AN EXTENSIVE CLASSIFIED BIBLIOGRAPHY, AND ABSTRACTS OF 50 OF THE ITEMS CITED.) (LY)

ED 013 400 AC 001 394

ADULT BASIC EDUCATION, A GUIDE FOR TEACHERS AND TEACHER TRAINERS. NATIONAL EDUCATION ASSN., WASHINGTON, D.C.

PUB DATE APR 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *ADULT BASIC EDUCATION, *ILLITERATE ADULTS, *PSYCHOLOGICAL CHARACTERISTICS, *TEACHER EDUCATION, *TEACHING TECHNIQUES, ADULT EDUCATORS, ADULT LEARNING, AUDIOVISUAL AIDS, COUNSELING, CURRICULUM, DISADVANTAGED GROUPS, INSTRUCTIONAL MATERIALS, LITERACY EDUCATION, MANUALS, NON ENGLISH SPEAKING, RECRUITMENT, STUDENT ATTITUDES, TEACHER QUALIFICATIONS, TEACHER RECRUITMENT, TESTING, TESTS,

A TEACHER TRAINING MANUAL DEVELOPED IN THREE ADULT BASIC EDUCATION WORKSHOPS SPONSORED BY THE NATIONAL ASSOCIATION FOR PUBLIC SCHOOL ADULT EDUCATION (NAPSAE) OUTLINES A SCHEME APPLICABLE BOTH TO TRAINEES AND TO THEIR DISADVANTAGED CLIENTELE. TEACHER TRAINING METHODS INCLUDE ROLE PLAYING, TALKS BY EXPERTS, DEMONSTRATIONS AND EXHIBITIONS, FIELD TRIPS, FILMS, SMALL GROUP DISCUSSION, WORK GROUPS, AND INDIVIDUAL STUDY. THE ADULT BASIC CURRICULUM INCLUDES READING SKILLS, LANGUAGE ARTS, AND CONCEPTS IN MATHEMATICS, CITIZENSHIP, FAMILY AND COMMUNITY LIFE, AND ADJUSTMENT TO THE WORKING WORLD. TO COPE WITH SUCH PROBLEMS AS LOW STUDENT MOTIVATION AND SELF-IMAGE, ECONOMIC AND CULTURAL DEPRIVATION, FEAR AND HOSTILITY, AND VALUES AND BEHAVIOR AT VARIANCE WITH MIDDLE-CLASS AND UPPER-CLASS NORMS, THE TEACHER NEEDS ABOVE AVERAGE RESOURCEFULNESS AND HUMAN UNDERSTANDING, AND MUST DEVELOP SKILL IN SELECTING AND USING PRINTED MATERIALS (NOTABLY THE MAJOR SEQUENTIAL LITERACY SYSTEMS), AUDIOVISUAL AIDS, CLASSROOM TECHNIQUES, COUNSELING ACTIVITIES, AND STANDARDIZED TESTS. IN WORKING WITH NON-ENGLISH-SPEAKING ADULTS, ORAL TEACHING SHOULD BE STRESSED. (THE DOCUMENT INCLUDES A SAMPLE ONE-WEEK TRAINING SESSION, EVALUATION SHEETS AND OTHER FORMS, SUGGESTED ACTIVITIES AND RESOURCES, SIX APPENDICES, AND NUMEROUS REFERENCES.) THIS PUBLICATION IS AVAILABLE FOR \$5.00, FROM NAPSAE, 1201 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036. (LY)

ED 013 401

AC 001 395

DOERINGER, PETER B. PIORE, MI-CHAELEJ.

INTERNAL LABOR MARKETS, TECHNOLOGICAL CHANGE, AND LABOR FORCE ADJUSTMENT.

REPORT NUMBER PB-174-614

PUB DATE OCT 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *JOB SKILLS, *LABOR FORCE, *MANPOWER DEVELOPMENT, *TRAINING TECHNIQUES, *VOCATIONAL ADJUSTMENT, ADMINISTRATIVE POLICY, COSTS, EDUCATIONAL NEEDS, GOVERNMENT ROLE, INDUSTRY, INPLANT PROGRAMS, LABOR MARKET, MANPOWER UTILIZATION, ON THE JOB TRAINING, PERSONNEL SELECTION, STATISTICAL DATA, TECHNOLOGICAL ADVANCEMENT, DIFFERENCES BETWEEN LABOR FORCE SKILLS AND THE REQUIREMENTS OF BLUE COLLAR JOBS ARE RECONCILED BY MEANS OVER WHICH THE EMPLOYER, ALONE OR WITH A LABOR ORGANIZATION, EXERCISES CONTROL. THE ADJUSTMENT MODEL PRESENTED IN THIS

STUDY RECOGNIZES AN INPLANT LABOR MARKET CONNECTED TO THE EXTERNAL MARKET AT A LIMITED NUMBER OF POINTS. CERTAIN VARIABLES-INPLANT JOB STRUCTURE, ADMINISTRATIVE RULES, EXTERNAL LABOR FORCE SIZE AND CHARACTER, HIRING STANDARDS, COMPENSATION, AND PROCEDURES FOR RECRUITING, SCREENING, AND TRAINING-FORM BOTH THE MAJOR DETERMINANT OF INPLANT LABOR COSTS AND THE MEANS OF ADAPTING TO CHANGING TECHNOLOGY AND LABOR SUPPLY. PRIVATE ADJUSTMENT MECHANISMS, MOSTLY TRAINING ON THE JOB, CORRECT IMBALANCES BETWEEN NEEDED JOB SKILLS AND LABOR FORCE CHARACTERISTICS, BUT THEY OPERATE AT A COST. FEDERAL MANPOWER PROGRAMS SHOULD STRESS GENERAL TRAINING IN BASIC MATHEMATICAL AND VERBAL SKILLS, SUBSIDIZED INPLANT TRAINING AND SELECTION PROGRAMS, AND INFORMATION EXCHANGE AMONG PLANTS. (DOCUMENT INCLUDES 110 REFERENCES.) THIS DOCUMENT, PB-174-614, IS AVAILABLE FROM THE CLEARINGHOUSE FOR FEDERAL SCIENTIFIC AND TECHNICAL INFORMATION, SPRINGFIELD, VA. 22161. MICROFICHE \$0.65, HARDCOPY \$8.00. (AUTHOR/LY)

ED 013 402

AC 001 404

HUNTER, GUY

MANPOWER, EMPLOYMENT, AND EDUCATION IN THE RURAL ECONOMY OF TANZANIA.

UNITED NATIONS EDUCATIONAL SCIENTIFIC AND CULT. ORG

REPORT NUMBER IIEP-AFR-RES-MO-NOGR-9

PUB DATE 66

EDRS PRICE MF-\$0.25 HC-\$1.50 48P.

DESCRIPTORS *DEVELOPING NATIONS, *EDUCATIONAL NEEDS, *MANPOWER DEVELOPMENT, *MANPOWER UTILIZATION, *RURAL EXTENSION, COSTS, DROPOUTS, EAST AFRICA, ECONOMIC RESEARCH, EDUCATIONAL BACKGROUND, EDUCATIONAL PLANNING, EMPLOYMENT OPPORTUNITIES, FINANCIAL SUPPORT, LABOR FORCE, NATIONAL PROGRAMS, PRIMARY EDUCATION, RURAL AREAS, RURAL DEVELOPMENT, SECONDARY EDUCATION, STATISTICAL DATA, TANZANIA, TRADE AND INDUSTRIAL EDUCATION, YOUTH PROBLEMS, YOUTH PROGRAMS.

LESS THAN A TENTH OF THE TANZANIAN LABOR FORCE IS IN PAID EMPLOYMENT, AND MOST ABLE-BODIED ADULTS ARE STILL ENGAGED IN LOW-YIELDING AGRICULTURE AND HERDING. MODERN PRODUCTIVE EMPLOYMENT IS SCARCE EVEN FOR THOSE WITH AN EIGHT-YEAR PRIMARY EDUCATION. THE INVESTMENT IN FORMAL EDUCATION HAS OUTFRONT INVESTMENT IN EDUCATION AIMED AT INCREASING PRODUCTIVITY AND ECONOMIC OPPORTUNITY. HIGHEST PRIORITY SHOULD GO TO AGRICULTURAL EXTENSION, ACCOMPANIED BY A TEMPORARY RESTRICTION OF THE EXPANSION OF FORMAL PRIMARY EDUCATION. THE VICIOUS CIRCLE OF LOW PRODUCTIVITY, INADEQUATE EXTENSION SERVICES, AND SCARCITY OF REVENUES TO TRAIN AND PAY EXTENSION AGENTS CAN BE BROKEN ONLY BY INCREASING EXTENSION SERVICES WITH AN ABSOLUTE MINIMUM OF RECURRENT EXPENDITURE BY THE GOVERNMENT. SIMPLE CRAFT AND COMMERCIAL TRAINING, COMMUNITY DEVELOPMENT AND RESETTLEMENT PROJECTS, YOUTH SERVICES, NATIONAL SERVICE, AND COOPERATIVE

TRAINING ARE ALSO NECESSARY. (THE DOCUMENT INCLUDES SIX TABLES.) THIS DOCUMENT IS ALSO AVAILABLE FROM UNESCO, PLACE DE FONTENAY, 75 PARIS-7E, FRANCE, FOR \$1.50. (LY)

ED 013 403

AC 001 409

BROWN, ANTRONETTE

A TEACHER'S GUIDE FOR ADULT BASIC EDUCATION.

MISSOURI STATE DEPT OF EDUCATION, JEFFERSON CITY

REPORT NUMBER MSBE-PUB-134-G

PUB DATE 67

EDRS PRICE MF-\$0.75 HC-\$6.04 149P.

DESCRIPTORS *ADULT BASIC EDUCATION, *COURSE CONTENT, *INSTRUCTIONAL MATERIALS, *TEACHING GUIDES, *TEACHING TECHNIQUES, ACHIEVEMENT TESTS, APTITUDE TESTS, CITIZENSHIP, CLASSROOM ENVIRONMENT, COMMUNICATION SKILLS, DIAGNOSTIC TESTS, EDUCATIONAL OBJECTIVES, EDUCATIONALLY DISADVANTAGED, INTEREST TESTS, LEARNING MOTIVATION, MATHEMATICS, READING, READING READINESS TESTS, SCIENCE INSTRUCTION, SOCIAL STUDIES, TESTING, COMPILED AS AN IDEA AND INFORMATION GUIDE FOR TEACHERS OF ADULT BASIC EDUCATION, THIS DOCUMENT INCLUDES DETAILED TEACHING OBJECTIVES, METHODS, AND MATERIALS (FILMS, FILMSTRIPS, BOOKS, TRANSPARENCIES). THE COURSE INCLUDES (1) READING AND COMMUNICATION SKILLS-PHONICS, VOCABULARY, REFERENCE, AND SO ON, (2) SOCIAL STUDIES - GOVERNMENT, GEOGRAPHY, HISTORY, WORLD AFFAIRS, CITIZENSHIP, ECONOMICS, SOCIAL AND POLITICAL PROBLEMS, (3) MATHEMATICS-COMPUTATION, FRACTIONS, MEASUREMENT, GEOMETRY, BASIC ALGEBRA, AND (4) SCIENCE-HEALTH AND SAFETY, BIOLOGY, AND PHYSICAL SCIENCE. EACH LEARNING OBJECTIVE IS REINFORCED WITH SUGGESTED PRACTICAL AND COMMON EXPERIENCE APPLICATIONS. AMONG THE SUGGESTIONS FOR SUCCESSFUL CLASSROOM LEARNING EXPERIENCES ARE-INDIVIDUALIZED STUDY, CREATION OF INFORMAL AND FRIENDLY CLASSROOM CLIMATE, DRAMATIC PRESENTATION OF MATERIAL, UTILIZATION OF PROGRAMED MATERIAL AND TECHNOLOGICAL DEVICES, AND INCLUSION OF SOCIALIZATION OPPORTUNITIES IN INSTRUCTIONAL PROCEDURES. LISTS OF ACHIEVEMENT, DIAGNOSTIC, READING READINESS, AND APTITUDE AND INTEREST TESTS ARE INCLUDED. (THE DOCUMENT INCLUDES A BIBLIOGRAPHY.) (PT)

ED 013 404

AC 001 438

THE CANADA NEWSTART PROGRAM.

CANADIAN DEPT. OF CITIZENSHIP AND IMMIGRATION

PUB DATE SEP 67

EDRS PRICE MF-\$0.25 HC-\$0.92 21P.

DESCRIPTORS *DISADVANTAGED GROUPS, *EMPLOYMENT PROGRAMS, *NATIONAL PROGRAMS, *PILOT PROJECTS, *PROGRAM DEVELOPMENT, ACTION RESEARCH, ADMINISTRATIVE ORGANIZATION, ADULT BASIC EDUCATION, ADULT FARMER EDUCATION, ADULT VOCATIONAL EDUCATION, AREA STUDIES, BUSINESS EDUCATION, CANADA, CANADA NEWSTART PROGRAM, ECONOMIC RESEARCH, EDUCATIONAL RESEARCH, EMPLOYMENT OPPORTUNITIES, MANPOWER

DEVELOPMENT, MOTIVATION, ON THE JOB TRAINING, PROGRAM COSTS, RESEARCH METHODOLOGY, TRAINING ALLOWANCES, WORK ATTITUDES.

THE CANADA NEWSTART PROGRAM AIMS TO DEVELOP, THROUGH ACTION RESEARCH, PROGRAMS APPLICABLE THROUGHOUT THE NATION, FOR MOTIVATING AND TRAINING UNEMPLOYED AND UNDEREMPLOYED ADULTS. PILOT PROJECTS WILL BE CONDUCTED BY CORPORATIONS WHICH ARE TO BE CHARTERED BY THE PROVINCES AND FUNDED BY THE FEDERAL GOVERNMENT. THE AREAS SELECTED FOR STUDY WILL BE AMONG THOSE DESIGNATED BY THE AREA DEVELOPMENT ACT AS PROVIDING A POTENTIAL FOR INTENSIVE STUDY OF PROBLEMS OF INDUSTRIAL GROWTH OR DECLINE OR MIXES OF FARM AND NON-FARM POPULATIONS. THE STUDY WILL INCLUDE JOB OPPORTUNITIES, METHODS OF RECRUITMENT AND COUNSELING, NEW CURRICULUMS, METHODS, AND MATERIALS, AND WAYS OF DEVELOPING BEHAVIOR PATTERNS FOR EMPLOYMENT. PROGRAMS WILL INCLUDE PREVOCATIONAL, VOCATIONAL, AND BUSINESS EDUCATION, AND ON THE JOB TRAINING. SOME EXPERIMENTATION WITH TRAINING ALLOWANCES WILL BE MADE. ADMINISTRATIVE PLANNING AND SUPPORT WILL BE PROVIDED BY THE TECHNICAL SUPPORT CENTRE. REPORTS AT THE CONCLUSION OF THE PROJECT SHOULD INCLUDE THE HISTORY OF THE PROJECT, MODELS FOR DEALING WITH IDENTIFIED PROBLEMS, EXPERIMENTAL ANALYSIS, A DATA BANK, AND COST/BENEFIT ANALYSES. (PT)

ED 013 405 AC 001 440

ELLWOOD, CAROLINE

SURVEY OF UNIVERSITY ADULT EDUCATION IN THE METROPOLITAN AREA OF NEW YORK.

NEW YORK UNIV., N.Y., SCH. OF CONTINUING EDUCATION

PUB DATE 31 JUL 67

EDRS PRICE MF-00.75 HC-\$6.64 164P.

DESCRIPTORS *ADULT EDUCATION PROGRAMS, *ADULT EDUCATORS, *HIGHER EDUCATION, *UNIVERSITY EXTENSION, *URBAN AREAS, COMMUNITY COLLEGES, COMMUNITY SERVICE PROGRAMS, DEGREES (TITLES), EDUCATIONAL BACKGROUND, EDUCATIONAL NEEDS, EVENING COLLEGES, NEW YORK CITY, NONCREDIT COURSES, PROGRAM DESCRIPTIONS, SURVEYS, TEACHER ADMINISTRATOR RELATIONSHIP, TEACHER EXPERIENCE, URBAN EDUCATION, WOMEN'S EDUCATION.

THIS SURVEY OF UNIVERSITY-LEVEL ADULT CREDIT AND NON CREDIT COURSES COVERS OVER 30 COLLEGES AND UNIVERSITIES IN GREATER NEW YORK-LARGELY EVENING COLLEGES, COMMUNITY COLLEGES, AND COMMUNITY SERVICE PROGRAMS. AN HISTORICAL REVIEW PORTRAYS THE GROWTH OF LIBERAL ADULT EDUCATION SINCE THE FOUNDING OF COOPER UNION IN 1859. A SURVEY OF ADULT EDUCATORS SHOWED LARGELY NONPROFESSIONAL, PART-TIME INSTRUCTORS OF DIVERSE BACKGROUNDS AND A NEED FOR MORE INSERVICE TRAINING AND CLOSER COMMUNICATION WITH ADMINISTRATORS AND OTHER FACULTY. RECOMMENDATIONS INCLUDE-A CENTER FOR CONTINUING EDUCATION IN NEW YORK, COORDINATED SELF-STUDY BY ALL UNIVERSITY ADULT EDUCATION DIVISIONS, JOINT PLANNING TO DETERMINE FUTURE AREAS OF CONCERN, SEMINARS FOR COMMUNITY LEAD-

ERS, CONTINUING EDUCATION ON URBAN PROBLEMS, AND SPECIAL PROGRAMS TO UPGRADE THE EDUCATION AND SOCIAL AWARENESS OF DISADVANTAGED ADULTS. ALSO NOTED ARE 15 PROGRAMS PRIMARILY FOR WOMEN, 20 PROJECTS IN NEW YORK STATE UNDER TITLE 1 OF THE HIGHER EDUCATION ACT OF 1965, AND SIX SPECIAL DEGREE PROGRAMS. THE DOCUMENT INCLUDES NUMEROUS CHARTS AND TABLES AND 33 INSTITUTIONAL PROFILES. (LY)

ED 013 406

ENDWRIGHT, D.K.

A PLAN FOR EXPANSION AND DEVELOPMENT OF EDUCATION DEPARTMENTS OF FLORIDA DIVISION OF CORRECTIONS, IN COOPERATION WITH FLORIDA STATE UNIVERSITY ADULT EDUCATION DEPARTMENT. FLORIDA ST. DIVISION OF CORRECTIONS, TALLAHESSEE

PUB DATE 06 JUN 67

EDRS PRICE MF-00.25 HC-\$1.50 43P.

DESCRIPTORS *ADULT EDUCATION PROGRAMS, *CORRECTIVE INSTITUTIONS, *EDUCATIONAL PLANNING, *PROGRAM DEVELOPMENT, ACCREDITATION (INSTITUTIONS), ADULT BASIC EDUCATION, ADULT VOCATIONAL EDUCATION, CITIZENSHIP, CONTINUING EDUCATION CENTERS, EDUCATIONAL FINANCE, FLORIDA STATE PRISON, GLADES CORRECTIONAL INSTITUTION, INDIVIDUAL INSTRUCTION, NONGRADED SYSTEM, PROGRAM DESCRIPTIONS, PROGRAM IMPROVEMENT, REHABILITATION PROGRAMS, RESEARCH, SANTA FE CORRECTIONAL FARM.

THE PLAN FOR EXPANSION AND DEVELOPMENT OF EDUCATION PROGRAMS IN CORRECTIVE INSTITUTIONS IS ORGANIZED INTO FIVE TIMED PHASES TO BE COMPLETED IN THREE YEARS. A CHART REPRESENTING THE PROGRAM, AFFILIATED RESEARCH AND AGENCIES DELINEATES PLANNED ACTIVITIES. PHASE ONE (15 WEEKS) WILL SURVEY EXISTING PROGRAMS (VOCATIONAL AND ACADEMIC FACILITIES, STUDENT-TEACHER RATIO, CURRICULUM, AND SO ON), AND VARIOUS AGENCIES WILL HELP DETERMINE PRESENT AND FUTURE NEEDS. PHASE TWO (36.5 WEEKS), CONSIDERED THE MOST IMPORTANT ELEMENT OF THE PROGRAM, WILL DEVELOP A RECOMMENDED SCHOOL PROGRAM BASED UPON STANDARDS FOR ACCREDITATION AS AN ADULT EDUCATION CENTER. MANY ASPECTS DETERMINED IN THIS PHASE WILL BE ASSIGNED TO INSTITUTIONS IN PHASE THREE (SIX-NINE MONTHS) AS PILOT PROJECTS TO EVALUATE THE FEASIBILITY FOR INCORPORATION INTO PROGRAMS. THE FINAL PHASE (ONE YEAR) WILL PUT ALL PROVEN AND ACCEPTABLE PILOT PROJECTS, RECOMMENDATIONS, AND SUGGESTIONS INTO OPERATION. EDUCATION PROGRAMS OF SEVEN FLORIDA INSTITUTIONS ARE CITED AND INCLUDE SUCH PROJECTS AS-FREE COLLEGE CORRESPONDENCE COURSES, VOCATIONAL AND ACADEMIC PROVISIONS, STATE-FUNDED LIBRARY SUPPORT, AND CIVIL DEFENSE COURSES. INMATE CAPACITY, STAFF POSITIONS AND INMATE PUBLICATIONS ARE ALSO INCLUDED. (PT)

ED 013 407

LANIER, H. MILLER BUTLER, E. DEAN

AC 001 441

AN EXPERIMENTAL ASSESSMENT OF A GROUND PILOT TRAINER IN GENERAL AVIATION.

MIDDLE TENNESSEE STATE UNIV., MURFREESBORO

REPORT NUMBER FAA-ADS-64-TR

REPORT NUMBER AD-653-733

PUB DATE FEB 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *ELECTROMECHANICAL AIDS, *FLIGHT TRAINING, *INSTRUMENTATION, *TIME FACTORS (LEARNING), *TRAINING TECHNIQUES, CRITERIA, EFFECTIVE TEACHING, EVALUATION, EXPERIMENTAL GROUPS, PERFORMANCE FACTORS, STATISTICAL DATA, STUDENT EXPERIENCE, TASK PERFORMANCE.

AN EXPERIMENT WAS CONDUCTED BY MIDDLE TENNESSEE STATE UNIVERSITY TO ASSESS THE EFFECTIVENESS OF A GROUND PILOT TRAINER USED TO DEVELOP PRIMARY AND INSTRUMENT FLIGHT PROFICIENCIES. THE STUDY REQUIRED DIFFERENTIAL USE OF THE DEVICE WITH THREE GROUPS OF CANDIDATES, AND COMPARISON OF TRAINING PROGRESS AND ATTAINED PROFICIENCY VERSUS THAT OF GROUP OF PILOT CANDIDATES TAUGHT BY THE USUAL METHODS-WITHOUT A GROUND TRAINER. IN THE INSTRUMENT RATING EXPERIMENT, TEN PILOTS, ALL WITH MINIMUM IFR EXPERIENCE, WERE TRAINED IN FLIGHT PERFORMANCE REQUIRED FOR INSTRUMENT RATING BY MEANS OF THE FLIGHT TRAINER COMBINED WITH FLIGHT INSTRUCTION. THE GROUND AND AIRCRAFT TRAINING HOURS REQUIRED TO DEVELOP PRIMARY AND INSTRUMENT PROFICIENCIES WERE REPORTED. FINDINGS INDICATED THAT THE GROUND TRAINER DOES NOT REDUCE THE TOTAL NUMBER OF HOURS OF INSTRUCTION NEEDED TO ACHIEVE FLIGHT PROFICIENCIES BUT DOES REDUCE THE AIRCRAFT INSTRUCTIONAL TIME NORMALLY REQUIRED. THE GROUND TRAINER PROVED OF MOST VALUE IN DEVELOPING NAVIGATIONAL COMPETENCE AND COMMAND ABILITY. THIS DOCUMENT, AD-653-733, IS AVAILABLE FROM THE CLEARINGHOUSE FOR FEDERAL SCIENTIFIC AND TECHNICAL INFORMATION, SPRINGFIELD, VA. 22151. MICROFICHE \$0.65, HARDCOPY \$3.00. (AUTHOR/LY)

ED 013 408

AC 001 443

MCCLELLAND, WILLIAM A.

PSYCHOLOGICAL RESEARCH IN ELECTRONICS MAINTENANCE TRAINING.

GEORGE WASHINGTON UNIV., ALEXANDRIA, VA.

REPORT NUMBER HUMRRO-PP-22-67

REPORT NUMBER AD-653-620

PUB DATE MAY 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *ELECTRONIC EQUIPMENT, *MAINTENANCE, *PROGRAM DESIGN, *PSYCHOLOGICAL STUDIES, *TRAINING TECHNIQUES, CURRICULUM DEVELOPMENT, ELECTRONICS, EVALUATION, HUMAN RESOURCES RESEARCH OFFICE (HUMRRO), MILITARY TRAINING, MODELS, RESEARCH, RESEARCH AND DEVELOPMENT CENTERS, STATISTICAL DATA, TEACHER ATTITUDES, TRAINING OBJECTIVES, UNITED STATES ARMY.

TO ESTABLISH A FRAME OF REFERENCE FOR THE BRITISH AUDIENCE, THE AUTHOR BRIEFLY DESCRIBES THE DIRECTOR OF ELECTRICAL AND MECHANICAL ENGINEER'S STUDY PERIOD (1966) AT ARBORFIELD, ENGLAND, THE MISSION OF THE HUMAN RESOURCES RESEARCH OFFICE (HUMRRO) IN ARMY RESEARCH AND DEVELOPMENT, THE U.S.

ARMY PERSONNEL AND MAINTENANCE SYSTEMS, AND A PROCEDURE FOR CURRICULAR CONTROL. THIS PAPER IS LARGELY DEVOTED TO SELECTED EXAMPLES: FORECAST, JOBTAIN, LIMIT, REPAIR, MOSAIC, AND MAINTRAIN-OF HUMRO RESEARCH TASKS IN ELECTRONICS MAINTENANCE TRAINING. FINDINGS INDICATE THAT THE JOB IN THE FIELD MUST BECOME PARAMOUNT IN DETERMINING THE TRAINER'S PERSPECTIVE TOWARD TRAINING AND THE USE OF TRAINING MANUALS, AND THAT THE RESEARCH-DERIVED SYSTEMATIC MODEL FOR DEVELOPING TRAINING COURSES CAN BE USED WITH MARKED PROFIT. (THE DOCUMENT INCLUDES 13 FIGURES.) THIS DOCUMENT, AD-653-690, IS AVAILABLE FROM THE CLEARINGHOUSE FOR FEDERAL SCIENTIFIC AND TECHNICAL INFORMATION, SPRINGFIELD, VA. 22151. MICROFICHE \$0.65, HARDCOPY \$3.00. (AUTHOR/LY)

ED 013 409

AC 001 444

CHAPMAN, G. COURTNEY

AN EXPERIMENTAL ASSESSMENT OF A GROUND PILOT TRAINER IN GENERAL AVIATION. OHIO STATE UNIV., COLUMBUS
REPORT NUMBER, FAA-ADS-63-TR
REPORT NUMBER AD-653-736
PUB DATE FEB 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *ELECTROMECHANICAL AIDS, *FLIGHT TRAINING, *INSTRUMENTATION, *TIME FACTORS (LEARNING), *TRAINING TECHNIQUES, CERTIFICATION, CRITERIA, EFFECTIVE TEACHING, EVALUATION, EXPERIMENTAL GROUPS, RESEARCH, SIMULATION, STATISTICAL DATA, STUDENT EXPERIENCE, TASK PERFORMANCE, TEACHER INFLUENCE.

THREE GROUPS OF SUBJECTS WERE TRAINED TO PRIVATE PILOT PROFICIENCY, USING A GROUND PILOT TRAINER, TO FIND HOW MANY HOURS OF GROUND TRAINING CAN BE SUBSTITUTED FOR AIRCRAFT DUAL INSTRUCTION. TRAINING TIME REQUIRED WAS COMPARED BETWEEN GROUPS AND WITH THAT OF A CONTROL GROUP NOT USING A TRAINER. THE GROUP THAT USED THE TRAINER MOST NEEDED SIGNIFICANTLY LESS TIME FOR PRIVATE PILOT CERTIFICATION AND SOLO. HOWEVER, SUCCESS WAS ATTRIBUTED PRIMARILY TO THE INSTRUCTOR'S INFLUENCE. WHEN GROUPS WERE COMPARED BY TOTAL FLIGHT TIME PLUS GROUND PILOT TRAINER TIME (OR OBSERVER), THE CONTROL GROUP HAD THE LEAST TOTAL TIME IN TRAINING. RESULTS WERE CONSIDERED INCONCLUSIVE. TEN PILOTS WERE ALSO TRAINED IN INSTRUMENT PILOT PROFICIENCY USING A GROUND TRAINER TO FIND THE SHORTEST TIME REQUIRED TO MEET CERTIFICATION STANDARDS. AVERAGE TIMES WERE NEAR THE MINIMUMS CURRENTLY REQUIRED. PILOTS WITH LESS THAN TOTAL FLYING EXPERIENCE REQUIREMENTS WERE AS SUCCESSFUL AS THOSE WITH HIGH EXPERIENCE LEVELS. FURTHER STUDY IS NECESSARY TO DETERMINE IF TOTAL EXPERIENCE REQUIREMENTS CAN BE LOWERED. (THE DOCUMENT INCLUDES TABLES, CHARTS, FIVE PHOTOS, AND APPENDICES.) THIS DOCUMENT, AD-653-736, IS AVAILABLE FROM THE CLEARINGHOUSE FOR FEDERAL SCIENTIFIC AND TECHNICAL INFORMATION, SPRINGFIELD, VA. 22151. MICROFICHE \$0.65, HARDCOPY \$3.00. (AUTHOR/LY)

ED 013 410

AC 001 445

PHILLIPS, C.R., JR.

AN EXPERIMENTAL ASSESSMENT OF A GROUND PILOT TRAINER IN GENERAL AVIATION. MIAMI-DADE JUNIOR COLL., FLA.
REPORT NUMBER FAA-ADS-61-TR
REPORT NUMBER AD-653-729
PUB DATE JAN 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *ELECTROMECHANICAL AIDS, *FLIGHT TRAINING, *INSTRUMENTATION, *MILITARY TRAINING, *SIMULATION, ACCELERATION, COURSE CONTENT, CURRICULUM, EFFECTIVE TEACHING, EVALUATION, EXPERIMENTAL GROUPS, INDIVIDUAL DIFFERENCES, INDIVIDUAL INSTRUCTION, RESEARCH, STATISTICAL DATA, TASK PERFORMANCE, TIME FACTORS (LEARNING).

EXPERIMENTAL FLIGHT TRAINING WAS CONDUCTED IN CONJUNCTION WITH A COMMERCIAL MODEL GROUND TRAINER TO DETERMINE ITS EFFECTIVENESS IN CONTRIBUTING TO THE PROFICIENCY LEVEL USUALLY OBTAINED BY STUDENTS UNDERGOING A RIGIDLY CONTROLLED FLIGHT SYLLABUS WITHOUT USE OF SYNTHETIC TRAINING DEVICES. DIFFERENTIAL LEVELS OF TRAINING WITH THE GROUND TRAINERS WERE PRESCRIBED FOR THREE EXPERIMENTAL GROUPS OF STUDENTS. ALL STUDENTS IN THE EXPERIMENTAL GROUPS WERE PERMITTED TO ACCELERATE THEIR INDIVIDUAL TRAINING WITH RESPECT TO THEIR DEMONSTRATED PROFICIENCY. RESULTS INDICATE THAT NO APPRECIABLE REDUCTION IN TOTAL AIRCRAFT TRAINING TIME WAS EVIDENT, PARTICULARLY IN VIEW OF THE ADDITIONAL HOURS OF TRAINING IN THE GROUND TRAINER. HOWEVER, AIRCRAFT TIME WAS REDUCED FROM 50 HOURS TO 43 HOURS BUT AT THE COST OF GROUND TRAINER TIME. A SECOND PHASE OF THE EXPERIMENTAL PROGRAM INVOLVING USE OF THE TRAINER WAS THE INSTRUMENT TRAINING FOR A CONTROL GROUP HAVING PRIVATE PILOT QUALIFICATIONS. PHYSICAL FEATURES AND EQUIPMENT OF THE TRAINER WERE ALSO EVALUATED, AND COMMENTS ARE INCLUDED IN THE DISCUSSION. THIS DOCUMENT, AD-653-729, IS AVAILABLE FROM THE CLEARINGHOUSE FOR FEDERAL SCIENTIFIC AND TECHNICAL INFORMATION, SPRINGFIELD, VA. 22151. MICROFICHE \$0.65, HARDCOPY \$3.00. (AUTHOR/LY)

ED 013 411

AC 001 446

SIEGEL, ARTHUR I.

POSTTRAINING PERFORMANCE CRITERION DEVELOPMENT AND APPLICATION. APPLIED PSYCHOLOGICAL SERVICES, WAYNE, PA.

REPORT NUMBER AD-653-712

PUB DATE 14 JUN 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *EVALUATION, *INSTRUMENTATION TECHNICIANS, *MEASUREMENT INSTRUMENTS, *MILITARY TRAINING, *TASK PERFORMANCE, ABILITY IDENTIFICATION, BEHAVIOR RATING SCALES, CHECK LISTS, CRITERIA, EDUCATIONAL NEEDS, INDIVIDUAL DIFFERENCES, JOB ANALYSIS, RESEARCH, RESEARCH REVIEWS (PUBLICATIONS), TECHNICAL OCCUPATIONS.

IN THIS SUMMARY OF 22 RESEARCH REPORTS, THE DEVELOPMENT AND APPLICATION OF CRITERION INSTRUMENTS TO ASSESS THE TECHNICAL PROFICIENCY OF U.S. NAVY AERONAUTICAL SUPPORT

PERSONNEL ARE DISCUSSED. THE STUDIES, SUMMARIZED IN TERMS OF THE CHRONOLOGICAL AND LOGICAL INTERRELATIONSHIPS INVOLVED, DEAL WITH PRELIMINARY AND FINAL FORMS OF TECHNICAL BEHAVIOR CHECKLISTS, INTERVIEWS WITH SUPERVISORS, THE SAILOR'S NAVAL ATTITUDE (SNA) INVENTORY, A MATRIX METHOD FOR EVALUATION OF TRAINING, SCALED TECHNICAL BEHAVIOR CHECKLISTS (STBCL) AND THE SCALED MULTIDIMENSIONAL TECHNICAL BEHAVIOR CHECK LISTS (SMTBCL), MULTIDIMENSIONAL ANALYSIS OF JOB PERFORMANCE, AND EVALUATION OF PERSONNEL PSYCHOPHYSICS (JOB COMPLEXITY) AND OF THE PROFICIENCY OF PERSONNEL SUBSYSTEMS. OVERALL PROGRAM OBJECTIVES-ADVANCING THE STATE OF THE ART OF PERFORMANCE EVALUATION AND PROVIDING PRACTICAL INFORMATION ON AREAS OF REQUIRED TRAINING-WERE AT LEAST PARTLY REALIZED. THIS DOCUMENT, AD-653-712, IS AVAILABLE FROM THE CLEARINGHOUSE FOR FEDERAL SCIENTIFIC AND TECHNICAL INFORMATION, SPRINGFIELD, VA. 22151. MICROFICHE \$0.65, HARDCOPY \$3.00. (AUTHOR/LY)

ED 013 412

AC 001 447

FOLLEY, JOHN D. AND OTHERS

COMPARISON OF THREE MODES OF INSTRUCTION FOR THE OPERATION OF A COMPLEX OSCILLOSCOPE. APPLIED SCIENCE ASSOCIATES INC., VALENCIA, PA.

AEROSPACE MEDICAL RESEARCH LABS.

REPORT NUMBER AMRL-TR-66-195

REPORT NUMBER AD-654-004

PUB DATE MAR 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *ELECTRONIC EQUIPMENT, *EVALUATION, *PROGRAMMED INSTRUCTION, *TASK PERFORMANCE, *TRAINING TECHNIQUES, AIRMAN QUALIFYING EXAMINATION (AQE), APTITUDE, APTITUDE TESTS, AUDIOVISUAL AIDS, EFFECTIVE TEACHING, ELECTRONICS, EXPERIMENTAL GROUPS, INSTRUMENTATION TECHNICIANS, LABORATORY TECHNIQUES, MILITARY TRAINING, PROGRAMED TEXTS, SKILLED OCCUPATIONS, STATISTICAL DATA.

A FIELD EXPERIMENT WAS CONDUCTED TO COMPARE THE EFFECTIVENESS OF THREE MODES OF INSTRUCTION IN THE USE OF THE AF 1807 OSCILLOSCOPE (TEKTRONIX 545A). SKILLED ELECTRONIC TECHNICIANS OF THE U.S. AIR FORCE SECURITY SERVICE SERVED AS SUBJECTS. ONE GROUP WAS TRAINED WITH AN AUDIOVISUAL INSTRUCTIONAL PROGRAM, AND A SECOND GROUP WITH A BOOK FORM OF THE SAME PROGRAM. THE PROGRAM COMBINED VERBAL INSTRUCTION AND RESPONSES WITH PRACTICE ON AN OSCILLOSCOPE. A THIRD GROUP WAS TRAINED IN THE TRADITIONAL MANNER IN A LABORATORY. ANALYSIS OF VARIANCE ON TEST SCORES INDICATED SUPERIORITY OF BOTH FORMS OF THE PROGRAM OVER THE CONVENTIONAL INSTRUCTIONS WITH NO DIFFERENCE IN EFFECTIVENESS BETWEEN PROGRAMS. ELECTRONIC APTITUDE, AS MEASURED BY THE AIRMAN QUALIFYING EXAMINATION (AQE), CORRELATED SIGNIFICANTLY WITH TEST SCORES FOR THE CONVENTIONALLY TRAINED GROUP AND FOR ALL SUBJECTS TOGETHER. (THE DOCUMENT INCLUDES FIVE TABLES AND FOUR FIGURES.) THIS DOCUMENT, AD-654-004, IS AVAILABLE FROM THE CLEARINGHOUSE FOR FEDERAL SCIENTIFIC AND TECHNICAL INFORMATION, SPRINGFIELD, VA.

22151. MICROFICHE \$0.65, HARDCOPY \$3.00.
(AUTHOR/LY)

ED 013 413 AC 001 448

JACOBS, T.O. AND OTHERS.
U.S. ARMY HUMAN FACTORS RESEARCH
AND DEVELOPMENT ANNUAL CONFERENCE,
INDIVIDUAL AND SMALL-UNIT
TRAINING FOR COMBAT OPERATIONS (12TH,
FORT BENNING, GEORGIA, OCTOBER 1966).
GEORGE WASHINGTON UNIV., ALEXANDRIA,
VA.

REPORT NUMBER PROF. PAPER 21-67

PUB DATE MAY 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *INSTRUCTIONAL TECHNOLOGY, *MILITARY TRAINING, *PROGRAM IMPROVEMENT, *RESEARCH REVIEWS (PUBLICATIONS), *TRAINING OBJECTIVES, COMPUTER ASSISTED INSTRUCTION, EDUCATIONAL TELEVISION, ENLISTED MEN, EVALUATION, GROUP INSTRUCTION, GROUP MEMBERSHIP, INDIVIDUAL INSTRUCTION, JOB ANALYSIS, JOB SKILLS, LEADERSHIP TRAINING, MAP SKILLS, MARKSMANSHIP, PROGRAM COSTS, PROGRAM EVALUATION, PROGRAMED INSTRUCTION, PSYCHOEDUCATIONAL PROCESSES, TRAINING TECHNIQUES.

RESEARCH IN THE AREA OF MILITARY TRAINING AND TRAINING METHODS WAS REVIEWED AND ASSESSED FOR (1) ITS RELEVANCE TO MODERN COMBAT OPERATIONS (IDENTIFICATION OF COMBAT TASKS, DEVELOPMENT OF SKILL TRAINING, AND EVALUATION) AND (2) ITS EFFICIENCY (REDUCED COST AND TIME AND INCREASED TRAINEE PROFICIENCY, OR BOTH). CASES OF EFFECTIVE RESEARCH IN USE OF WEAPONS (TRAINFIRE AND RIFLEMAN SERIES), LAND NAVIGATION, AND OPERATION AS SQUAD MEMBER AND LEADER WERE CITED. PROGRESSIVE STEPS WERE ESTABLISHED FOR TRAINING IMPROVEMENT AND INCLUDED SUCH ACTIVITIES AS ANALYSIS OF TRAINING OBJECTIVES, LITERATURE AND PSYCHOLOGICAL LEARNING FACTORS, AND DETERMINATION OF ESSENTIAL SUBJECTS, SKILLS, AND PERFORMANCES. IMPROVED PROGRAMS RESULTED IN ELIMINATION OF LECTURES, MORE INDIVIDUALIZED INSTRUCTION APPROPRIATE PLACEMENT OF INSTRUCTION, AND REALIZATION OF THE IMPORTANCE OF GROUP PRACTICE AND FEEDBACK. AFTER DETAILED REPORTS OF PROGRAMED INSTRUCTION, EDUCATIONAL TELEVISION, AND COMPUTER ASSISTED INSTRUCTION, THE CONCLUSION WAS REACHED THAT LEARNING EFFECTIVENESS DEPENDED UPON ATTAINMENT OF REALISTIC TRAINING OBJECTIVES AND TYPE OF MEDIA WAS DETERMINED BY ECONOMIC FEASIBILITY. A FINAL PAPER DEALT WITH INDIVIDUALIZED INSTRUCTION. (THIS DOCUMENT, AD-653-846, IS AVAILABLE FROM THE CLEARINGHOUSE FOR FEDERAL SCIENTIFIC AND TECHNICAL INFORMATION, SPRINGFIELD, VA. 22151. MICROFICHE \$0.65, HARDCOPY \$3.00) (AUTHOR/LY)

ED 013 414 AC 001 449

DUBOIS, EDWARD A.C.
THE CASE FOR EMPLOYEE EDUCATION.
AMERICAN MANAGEMENT ASSN., NEW YORK, N.Y.

REPORT NUMBER AMA-MANAGE-BULL-

100

PUB DATE 67

EDRS PRICE MF-\$0.25 HC-\$0.84 19P.

DESCRIPTORS *BUSINESS, *EDUCATIONAL RESPONSIBILITY, *EMPLOYER EMPLOYEE RELATIONSHIP, *GENERAL EDUCATION, *LABOR TURNOVER, COMMUNITY RESOURCES, EDUCATIONAL POLICY, EMPLOYEES, EMPLOYERS, FINANCIAL SUPPORT, INDUSTRY, IN-PLANT PROGRAMS, LABOR ECONOMICS, ON THE JOB TRAINING, PROGRAM COSTS, RELEASED TIME, SELF ACTUALIZATION.

BUSINESS HAS A MORAL RESPONSIBILITY TO PROVIDE EDUCATION FOR ITS EMPLOYEES SINCE IT PROFITS FROM THE FACT THAT AMERICA HAS BECOME AN EDUCATION STATE, WITH THE INCREASED EDUCATION OF THE LABOR FORCE ACCOUNTING FOR 23 PERCENT OF ECONOMIC GROWTH BETWEEN 1929 AND 1967, AND SINCE BUSINESS ITSELF HAS CONTRIBUTED TO THE CRISIS IN EDUCATION BY INSISTING ON A COLLEGE DEGREE. IN ADDITION TO FORMAL TRAINING PROGRAMS, COMPANIES SHOULD PROVIDE GENERAL EDUCATION TO SATISFY THE EMPLOYEES' NEED FOR SELF-ACTUALIZATION. THE PROGRAMS MAY BE CONDUCTED IN THE PLANT OR PROVIDED BY A COMMUNITY EDUCATIONAL INSTITUTION, BUT THEY SHOULD BE AT LEAST PARTLY ON EMPLOYER TIME AND AT LEAST PARTLY FINANCED BY THE COMPANY. THE COST TO BUSINESS OF LABOR TURNOVER IS NOT PRECISELY EVALUATED BUT IT IS A SOURCE OF ANXIETY. THERE IS EVIDENCE THAT THE NEED FOR SELF-ACTUALIZATION, RATHER THAN ANY LOWER-LEVEL NEED SUCH AS HIGHER PAY, IS A CONTROLLING REASON FOR TURNOVER. IT MAY BE THAT A COMPANY MAY SPEND AT LEAST AS MUCH ON UNNECESSARY TURNOVER AS IT MIGHT SPEND ON A PROGRAM OF EMPLOYEE EDUCATION TENDING TO PREVENT TURNOVER, WITH ITS ATTENDANT RECRUITMENT COSTS. THIS DOCUMENT IS ALSO AVAILABLE, FOR \$3.00, FROM THE AMERICAN MANAGEMENT ASSOCIATION, 135 WEST 50TH STREET, NEW YORK CITY 10020. (LY)

ED 013 415 AC 001 451

FARMER, MARTHA L.
STUDENT PERSONNEL SERVICES FOR ADULTS IN HIGHER EDUCATION.

PUB DATE 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *ADULT STUDENTS, *EVENING COLLEGES, *EVENING COUNSELING PROGRAMS, *STUDENT PERSONNEL SERVICES, *UNIVERSITY EXTENSION, ADMINISTRATIVE ORGANIZATION, ADMISSION CRITERIA, ADULT CHARACTERISTICS, AUTOMATION, BUSINESS, CURRICULAR ACTIVITIES, FINANCIAL SUPPORT, FOREIGN STUDENTS, GUIDANCE CENTERS, HISTORICAL REVIEWS, PERSONNEL SELECTION, PROGRAM ADMINISTRATION, SURVEYS, TESTING.

THIS REFERENCE WORK ON PERSONNEL SERVICES IN EVENING COLLEGES INCLUDES PAPERS ON THE HISTORICAL BACKGROUND OF EVENING COLLEGES, AND ON STUDENT PERSONNEL SERVICES, ADMINISTRATIVE ORGANIZATION, ADMISSIONS, STUDENT ACTIVITIES, COUNSELING, PLACEMENT, TRAINING OF PERSONNEL WORKERS, SERVICE TO BUSINESS, INDUSTRY, AND LABOR, FINANCIAL AID, AND THE IMPLICATIONS OF AUTOMATION AND CYBERNATION FOR EVENING EDUCATION AND FOR THE PERSONNEL AND GUIDANCE PROFESSION. THE IMPACT OF ADULT MOTIVATION AND CIRCUMSTANCES, DISTINCTIONS BETWEEN PERSONAL OR PSYCHOLOGICAL COUN-

SELING AND OTHER FORMS OF COUNSELING AND GUIDANCE, PROFESSIONAL AND PERSONAL REQUISITES FOR STUDENT PERSONNEL WORKERS, THE PLANNING OF ADULT-CENTERED EXTRACURRICULAR ACTIVITIES, AND THE PROBLEM OF ACCESS BY PART TIME STUDENTS TO PRIVATE LOANS, VETERANS' BENEFITS, AND FEDERAL LOANS AND GRANTS UNDER THE REVISED NATIONAL DEFENSE EDUCATION ACT AND THE HIGHER EDUCATION ACT OF 1965, ARE STRESSED. (THE DOCUMENT INCLUDES A SUBJECT INDEX.) THIS DOCUMENT IS AVAILABLE FROM THE SCARECROW PRESS, INC., METUCHEN, NEW JERSEY.) (LY)

ED 013 416 AC 001 452

BLAUG, MARK AND OTHERS
THE UTILIZATION OF EDUCATED MANPOWER IN INDUSTRY. A PRELIMINARY REPORT.

PUB DATE 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *ECONOMIC RESEARCH, *EDUCATIONAL BACKGROUND, *EMPLOYMENT QUALIFICATIONS, *INDUSTRY, *PERFORMANCE, AGE, COSTS, EDUCATIONAL BENEFITS, EMPLOYMENT LEVEL, EVALUATION, GREAT BRITAIN, JOB ANALYSIS, MANPOWER UTILIZATION, PILOT PROJECTS, RESEARCH METHODOLOGY, RESEARCH PROBLEMS, SKILLED OCCUPATIONS, STATISTICAL DATA, WAGES.

IN 1964-65, THE INDUSTRIAL MANPOWER PROJECT MADE A PILOT STUDY OF THE RELATIONSHIP BETWEEN THE ECONOMIC PERFORMANCE OF BRITISH INDUSTRIAL FIRMS AND THE EDUCATION OF THEIR WORKERS. THROUGH INTENSIVE STUDY OF FIVE FIRMS, AGE-EARNINGS PROFILES FOR VARIOUS EDUCATIONAL LEVELS WERE DRAWN UP, WITH SUFFICIENT INFORMATION TO DRAW UP TENTATIVE PROFILES FOR THE UNITED KINGDOM. THE PILOT PROJECT WAS CONSIDERED TO BE OF VALUE SINCE IT SHOWED UP LIMITED ECONOMIC THEORY, SCARCER AND INCOMPLETE DATA, AND THE NEED FOR DIRECT CONTACT WITH FIRMS. IT WAS CONCLUDED THAT EDUCATION IN BRITAIN HAS A POSITIVE RATE OF RETURN, ESPECIALLY AT THE MIDDLE PRE-DEGREE LEVEL. FIRMS SHOULD STRESS CAREER PLANNING FOR THEIR EMPLOYEES, LABOR COSTS SHOULD INCREASINGLY BE CONVERTED TO FIXED COSTS, AND FLEXIBILITY OF EDUCATIONAL REQUIREMENTS FOR EACH OCCUPATION SHOULD BE STUDIED. THE GOVERNMENT COULD REMEDY THE LACK OF PERSONNEL DATA BY FURNISHING FIRMS WITH STANDARDIZED RECORD-KEEPING PROCEDURES AND OCCUPATIONAL AND EDUCATIONAL CLASSIFICATIONS. (THE DOCUMENT INCLUDES TABLES, CHARTS, AND FIGURES, APPENDICES ON CLASSIFYING EDUCATIONAL STANDARDS, EDUCATIONAL COSTS, AND EDUCATIONAL INPUTS.) THE DOCUMENT IS AVAILABLE FROM OLIVER AND BOYD, LTD, 39A WELBECK STREET, LONDON W.1, ENGLAND. (LY)

ED 013 417 AC 001 453

FOURRE, PIERRE AND OTHERS
ADULT EDUCATION TECHNIQUES IN DEVELOPING COUNTRIES. A GREEK CASE STUDY. PROBLEMS OF DEVELOPMENT SERIES.

ORGANISATION FOR ECONOMIC COOPERATION AND DEV.

PUB DATE 67

EDRS PRICE MF-\$0.75 HC-\$5.52 136P.

DESCRIPTORS *ADULT EDUCATION PROGRAMS, *CONTINUING EDUCATION CENTERS, *DEVELOPING NATIONS, *LITERACY EDUCATION, *TEACHING TECHNIQUES, ADULT FARMER EDUCATION, AUDIOVISUAL AIDS, COMMUNITY DEVELOPMENT, COMMUNITY RECREATION PROGRAMS, GREECE, HEALTH EDUCATION, INDIGENOUS PERSONNEL, INTEGRATED CURRICULUM, LEADERSHIP QUALITIES, ORGANIZATION FOR EUROPEAN ECONOMIC COOPERATION, READING MATERIALS, SPECIALISTS, TEACHER CHARACTERISTICS, TECHNICAL EDUCATION, UNESCO,

AIDED BY THE ORGANIZATION FOR ECONOMIC COOPERATION AND DEVELOPMENT AND THE ORGANIZATION FOR EUROPEAN ECONOMIC COOPERATION, GREECE HAS ESTABLISHED A NETWORK OF ADULT EDUCATION CENTERS OUTSIDE TOWNS, TO MEET THE PROBLEMS OF ILLITERACY AND LOW EDUCATION LEVEL. THE CENTER PROVIDES FOR ACADEMIC AND LIBRARY PROGRAMS, SIX TO SEVEN MONTHS, AND RECREATION SERVICES THROUGHOUT THE YEAR. ADMINISTERED BY THE LOCAL PRIMARY TEACHER, THE PROGRAM UTILIZES COMMUNITY PERSONNEL (CRAFTSMAN, DOCTORS, WELFARE WORKERS) AND GOVERNMENT SPECIALISTS TO PROMOTE VILLAGE DEVELOPMENT, AND RAISE LIVING STANDARDS AND EDUCATIONAL LEVELS. CURRICULUM IS ORGANIZED ABOUT A CENTRAL POINT OF INTEREST, AND SUCH AREAS IN AGRICULTURE AND HEALTH ARE ILLUSTRATED. DETAILED DESCRIPTION OF THE USE OF DISCUSSION GROUPS, QUESTION AND REASONING METHODS, AND SPECIAL LITERACY MATERIALS ILLUSTRATE SUCCESSFUL TEACHING TECHNIQUES. INCLUDED IN THE SYLLABUS ARE LITERACY, TECHNICAL, AND GENERAL EDUCATION, ALL UTILIZING A VARIETY OF AUDIOVISUAL AIDS. DETAILED TREATMENT IS GIVEN TO SUCH AIDS AS DIAGRAMS, MODELS, AND ILLUSTRATIONS. EMPHASIS ON THE TEACHER'S PERSONAL QUALITIES, ACTIVE COMMUNITY LEADERSHIP, AND EFFECTIVE TEACHING TECHNIQUES ILLUSTRATES ELEMENTS FOR SUCCESS OVER PEASANT PREJUDICE TOWARD SCHOOLING. (THE DOCUMENT INCLUDES OECD SALES AGENTS AND OTHER PUBLICATIONS IN THE DEVELOPMENT PROBLEMS SERIES.) (PT)

ED 013 418 AC 001 458

GLADMON, WILLIAM T.

A REPORT TO THE HOUSE INTERSTATE AND FOREIGN COMMERCE COMMITTEE ON EDUCATIONAL TELEVISION LEGISLATION. PUB DATE 20 JUL 67

EDRS PRICE MF-\$0.25 HC-\$0.50 12P.

DESCRIPTORS *EDUCATIONAL EXPERIMENTS, *EDUCATIONAL TELEVISION, *MANAGEMENT DEVELOPMENT, *PROFESSIONAL CONTINUING EDUCATION, CONTINUOUS LEARNING, EDUCATIONAL BENEFITS, INFLANT PROGRAMS, NURSES, PHYSICIANS, PITTSBURGH, PUBLIC TELEVISION.

EDUCATIONAL TELEVISION STATIONS WQEX AND WQED, IN PITTSBURGH, HAVE BEEN PROVIDING SPECIALIZED ADULT EDUCATION COURSES FOR MANAGERS AND SUPERVISORS IN BUSINESS AND FOR PHYSICIANS AND NURSES. OTHER EDUCATIONAL TELEVISION STATIONS THROUGHOUT THE COUNTRY ARE ACTIVE, NOT ONLY IN THESE AREAS, BUT ALSO IN FIRE AND POLICE TRAINING, AND IN PROVIDING CREDIT AND NONCREDIT COURSES AT THE COLLEGE AND PROFESSIONAL LEVELS. TELEVIEWED COURSES

ES HAVE GREATLY IMPROVED ACCESS TO TOP-LEVEL INSTRUCTION. THEY ENCOURAGE COMPANY-SPONSORED TRAINING, SAVE TIME AND MONEY, MAKE THE COMMUNITY MORE TRAINING-MINDED, AND STIMULATE ACTIVE DISCUSSION AND THE EXCHANGE OF GROUP OR DEPARTMENTAL IDEAS. (LY)

ED 013 419

STRENG, ALICE H.

CONTINUING EDUCATION FOR DEAF ADULTS.

WISCONSIN UNIV., MILWAUKEE
WISCONSIN STATE UNIV., WHITEWATER
WISCONSIN UNIV., MADISON
PUB DATE JUN 67

EDRS PRICE MF-\$0.50 HC-\$2.52 61P.

DESCRIPTORS *ADULT EDUCATION PROGRAMS, *CONSUMER ECONOMICS, *DEAF EDUCATION, *LANGUAGE INSTRUCTION, *LESSON PLANS, CLASS SIZE, COURSE CONTENT, DRIVER EDUCATION, EVALUATION, GRAMMAR, HIGHER EDUCATION ACT OF 1965, INSTRUCTIONAL INNOVATION, LANGUAGE HANDICAPS, LINGUISTICS, MATHEMATICS EDUCATION, PARTICIPANT CHARACTERISTICS, PHYSICALLY HANDICAPPED, PILOT PROJECTS, PROMOTION (PUBLICIZE), SPEECH IMPROVEMENT, TEACHING METHODS, VERBAL TESTS, WISCONSIN.

A THREE-YEAR EDUCATION PROGRAM FOR DEAF ADULTS IN WISCONSIN, BEGUN IN 1966 AND FUNDED IN PART UNDER THE HIGHER EDUCATION ACT OF 1965, HAD TWO GOALS--TO PROVIDE EDUCATIONAL OPPORTUNITIES TO THE DEAF AND TO ENABLE TEACHERS TO GAIN INSIGHTS INTO THE EDUCATIONAL AND SOCIAL PROBLEMS CREATED BY DEAFNESS. NON-CREDIT CLASSES WERE OFFERED IN LANGUAGE, MATHEMATICS, DEFENSIVE DRIVING, AND PRACTICAL ECONOMICS IN SEVERAL CITIES. BOTH ORAL AND MANUAL TEACHING METHODS WERE USED. THE LESSON PLANS FOR A NEW APPROACH TO LANGUAGE TEACHING DEVELOPED FOR THIS PROGRAM--BASED ON TRANSFORMATIONAL GRAMMAR--AND FOR THE TWO COURSES IN PRACTICAL ECONOMICS--CONSUMER ECONOMICS AND PERSONAL TAXATION--ARE INCLUDED IN THIS REPORT. THE PROGRAM WAS PUBLICIZED IN MAILINGS, NEWSLETTERS, AND NEWSPAPERS. A QUESTIONNAIRE GAVE PERSONAL DATA ON THE STUDENTS. TESTS OF STUDENTS' VERBAL ABILITY INDICATED THAT THEIR GENERALLY POOR VOCABULARY LEVELS DID NOT IMPROVE AFTER THE CLASSES. ON THE BASIS OF STUDENT, DROPOUT, AND STAFF EVALUATION, FUTURE PROGRAMS WILL HAVE EIGHT-WEEK COURSES AND THE LANGUAGE CLASS ENROLLMENT WILL BE KEPT BELOW EIGHT. THE POSSIBILITIES OF EXPANDING COURSE OFFERINGS, DEVISING NEW METHODS OF TEACHING LANGUAGE TO THE DEAF, AND INTEGRATING THE PROGRAM INTO PUBLIC EDUCATION WILL BE EXPLORED. (AJ)

ED 013 420

MCKEE, JOHN M. AND OTHERS

MDTA VOCATIONAL EXPERIMENTAL-DEMONSTRATION PROJECT FOR TRAINING AND PLACEMENT OF YOUTHFUL OFFENDERS. 11TH PROGRESS REPORT, COMMUNITY SPONSORSHIP PROGRAM. REHABILITATION RESEARCH FOUND., EL-MORE, ALA.

PUB DATE 66

EDRS PRICE MF-\$0.50 HC-\$3.88 95P.

AC 001 461

DESCRIPTORS *BEHAVIOR CHANGE, *COMMUNITY SUPPORT, *CORRECTIVE INSTITUTIONS, *DELINQUENT REHABILITATION, *VOCATIONAL EDUCATION, ADULT BASIC EDUCATION, DRAPER CORRECTIONAL CENTER, INDIVIDUAL INSTRUCTION, INSTITUTIONAL PERSONNEL, JOB PLACEMENT, MANPOWER DEVELOPMENT AND TRAINING ACT, MATERIAL DEVELOPMENT, MOTIVATION, PAROLE OFFICERS, PROGRAM ADMINISTRATION, PROGRAMED INSTRUCTION, REHABILITATION PROGRAMS, REMEDIAL READING, SOCIAL ADJUSTMENT, SOCIALLY DEVIANT BEHAVIOR.

THE VOCATIONAL EXPERIMENTAL-DEMONSTRATION PROJECT AT DRAPER CORRECTIONAL CENTER, AN EXPERIMENT TO REDUCE RECIDIVISM THROUGH VOCATIONAL TRAINING, IN ITS FIRST 21 MONTHS TRAINED 173 YOUTHS IN SEVEN TRADES AND PLACED 150 GRADUATES IN JOBS. DETAILS OF SELECTION, COUNSELING, TRAINING, PLACEMENT, AND FOLLOW-UP OF INMATES THE USE OF INDIVIDUALIZED PROGRAMED MATERIALS AND OF EXPERIMENTS TO INCREASE MOTIVATION IN BASIC EDUCATION CLASSES ARE GIVEN IN THIS REPORT. ALTHOUGH THE PROJECT HAS SUCCEEDED IN TEACHING TRADES, IT HAS FAILED IN EFFECTING ENOUGH BEHAVIORAL CHANGE TO AVERT RECIDIVISM AND PERSISTENT DEVIANT BEHAVIOR--THE RATE OF RECIDIVISM AMONG PAROLEES HAS ACTUALLY INCREASED SINCE THE LAST REPORT. IN AN EFFORT TO PRODUCE BEHAVIORAL CHANGE TWO PROPOSALS ARE MADE--(1) TO INITIATE A DETAILED STUDY OF EACH RETURNEE, ANALYZING HIS FAILURE AND PRESCRIBING TREATMENT, AND (2) TO BEGIN A COMMUNITY SPONSOR PROGRAM COORDINATED THROUGH THE PAROLE SUPERVISOR. WORKING WITH COMMUNITY ORGANIZATIONS, THE PAROLE OFFICE WILL TRAIN MEN TO ASSIST THE NEWLY RELEASED INMATE TO ADJUST TO SOCIETY AND TO SUCCEED IN HIS NEW TRADE. THE SPONSOR WILL BE EITHER A CRAFTSMAN IN THE SAME TRADE AREA AS THE PAROLEE OR A PERSON WITH A HISTORY OF CRIME WHO IS NOW DOING WELL. THE SPONSOR WILL ACT AS A GUIDE, FRIEND, AND BEHAVIOR MODEL TO THE RELEASEE. (AJ)

ED 013 421

MCKEE, JOHN M. AND OTHERS

MDTA VOCATIONAL EXPERIMENTAL-DEMONSTRATION PROJECT FOR TRAINING AND PLACEMENT OF YOUTHFUL OFFENDERS. 12TH PROGRESS REPORT, AUTO SERVICE STATION MECHANIC-ATTENDANT COURSE.

REHABILITATION RESEARCH FOUND., EL-MORE, ALA.

PUB DATE 66

EDRS PRICE MF-\$0.75 HC-\$5.20 128P.

DESCRIPTORS *AUTO MECHANICS, *BEHAVIOR CHANGE, *CORRECTIVE INSTITUTIONS, *DELINQUENT REHABILITATION, *VOCATIONAL EDUCATION, ADULT BASIC EDUCATION, APPLIANCE REPAIRING, BRICKLAYING, COUNSELING SERVICES, DRAPER CORRECTIONAL CENTER, DROPOUTS, JOB PLACEMENT, MANPOWER DEVELOPMENT AND TRAINING ACT, MATERIAL DEVELOPMENT, MOTIVATION, PROGRAMED INSTRUCTION, PUBLIC RELATIONS, REHABILITATION PROGRAMS, REMEDIAL READING, SHOP CURRICULUM, TECHNICAL WRITING, WORK STUDY PROGRAMS.

THE DEMONSTRATION PROJECT AT DRAPER CORRECTIONAL CENTER AIMS

TO SHOW THAT VOCATIONAL TRAINING LEADING TO EMPLOYMENT, INTENSIVE COUNSELING, BASIC EDUCATION CLASSES, AND A PROGRAM OF COMMUNITY SPONSORSHIP OF RELEASEES CAN DECREASE THE RATE OF RECIDIVISM AND EFFECT ENOUGH BEHAVIOR CHANGE IN INMATES TO TURN THEM INTO USEFUL CITIZENS. TRAINING OBJECTIVES ARE—(1) TO TEACH A GROUP OF YOUTHFUL OFFENDERS A TRADE (COURSES OFFERED ARE WELDING, RADIO AND TV REPAIR, APPLIANCE REPAIR, AUTO MECHANICS, BARBERING, BRICKLAYING, AND TECHNICAL WRITING), (2) TO CONSTRUCT PROGRAMED MATERIALS, (3) TO ASSESS WAYS TO IMPROVE TRAINING AND INSURE PLACEMENT AND GUIDANCE OF TRAINEES AFTER PAROLE, AND (4) TO MAKE TRAINING MATERIAL AVAILABLE TO OTHER INSTITUTIONS. SUPPLEMENTARY CLASSES ARE GIVEN IN REMEDIAL READING AND PERSONAL-SOCIAL SKILLS. THE AUTO MECHANICS COURSE, REVIEWED IN DETAIL IN THIS REPORT, WAS DEVELOPED AROUND COMMERCIAL TRAINING MATERIALS INCLUDING A PROGRAMED TEXT, NEEDS OF AREA EMPLOYERS, AVAILABILITY OF EQUIPMENT, AND THE CAPABILITIES OF TRAINEES WERE CONSIDERED IN COURSE PLANNING. A FOLLOW-UP STUDY OF THE COLLEGE STUDENTS WHO HAVE BEEN EMPLOYED AS SUBPROFESSIONALS IN WORK-STUDY PROGRAMS IS UNDERWAY TO DETERMINE THE EFFECT OF THEIR WORK AT DRAPER ON THEIR COLLEGE AND CAREERS. (THE DOCUMENT INCLUDES COMPARATIVE TEST PROFILES AND STATISTICAL TABLES.) (AJ)

ED 013 422 **AC 001 465**
MCKEE, JOHN M. AND OTHERS
MDTA VOCATIONAL EXPERIMENTAL-DEMONSTRATION PROJECT FOR TRAINING AND PLACEMENT OF YOUTHFUL OFFENDERS. 13TH PROGRESS REPORT. REHABILITATION RESEARCH FOUND., EL-MORE, ALA.

PUB DATE 66
EDRS PRICE MF-\$0.50 HC-\$4.96 122P.
DESCRIPTORS *ADULT BASIC EDUCATION, *CORRECTIVE INSTITUTIONS, *DELINQUENT REHABILITATION, *EDUCATIONAL GAMES, *READING IMPROVEMENT, CONFERENCES, DRAPER CORRECTIONAL CENTER, EDUCATIONALLY DISADVANTAGED, FOLLOWUP STUDIES, INDIVIDUAL INSTRUCTION, MANPOWER DEVELOPMENT AND TRAINING ACT, MATERIAL DEVELOPMENT, MOTIVATION, PERCEPTOSCOPE, PROGRAM EVALUATION, PROGRAMED INSTRUCTION, PUBLIC RELATIONS, REHABILITATION PROGRAMS, REINFORCEMENT, REMEDIAL INSTRUCTION, TACHISTOSCOPIES, VOCATIONAL EDUCATION.

INDIVIDUALLY DESIGNED BASIC EDUCATION PROGRAMS EMPHASIZING PROGRAMED INSTRUCTION TO PROVIDE MOTIVATION THROUGH CONTINUOUS FEEDBACK COMPLEMENT THE VOCATIONAL TRAINING GIVEN EACH INMATE PARTICIPATING IN THE DEMONSTRATION PROJECT AT THE DRAPER CORRECTIONAL CENTER. A REMEDIAL READING PROGRAM FOR ALL TRAINEES SCORING BELOW 7TH GRADE INCLUDES PHONICS TRAINING AND A READING IMPROVEMENT PROGRAM OF 40 LESSONS IN WHICH LECTURE-ARTICLES, TACHISTOSCOPIC EXERCISES (THE PERCEPTOSCOPE), AND CONTROLLED PRACTICE ARTICLES WITH COMPREHENSION TESTS ARE USED. A

PROGRAM OF ACADEMIC GAMES WHICH CAN PROVIDE ADDITIONAL MOTIVATION AND OPPORTUNITIES FOR INTELLECTUAL GROUP INTERACTION IS PLANNED. IN A CONTROLLED EXPERIMENT, FOUR GAMES—EQUATIONS, ON SETS, DEMOCRACY, AND PROPAGANDA—WILL BE USED IN VARYING COMBINATIONS WITH OTHER TEACHING METHODS BY SIX GROUPS OF STUDENTS WHOSE ACHIEVEMENTS WILL BE TESTED AND COMPARED. EACH GAME TEACHES ONE SUBJECT AND IS SO STRUCTURED THAT IN ORDER TO WIN A PLAYER MUST BE ABLE TO COMMUNICATE HIS KNOWLEDGE TO OTHER PLAYERS. ASPECTS OF THE PROJECT REVIEWED IN THIS REPORT INCLUDE CONTINGENCY MANAGEMENT STUDIES, MATERIALS DEVELOPMENT, FOLLOW-UP CASE HISTORIES, COMMUNITY SPONSOR PROGRAM, INSERVICE TRAINING, READING PROGRAM EVALUATION, MATERIALS AND READING RESOURCES, TRAINING CONFERENCES, AND THE STUDY OF RECIDIVISTS. (AJ)

ED 013 423 **AC 001 466**
MCKEE, JOHN M. AND OTHERS
MDTA VOCATIONAL EXPERIMENTAL-DEMONSTRATION PROJECT FOR TRAINING AND PLACEMENT OF YOUTHFUL OFFENDERS. 14TH PROGRESS REPORT. REHABILITATION RESEARCH FOUND., EL-MORE, ALA.

PUB DATE 67
EDRS PRICE MF-\$0.50 HC-\$4.60 113P.
DESCRIPTORS *CORRECTIVE INSTITUTIONS, *DELINQUENT REHABILITATION, *FAILURE FACTORS, *INDIVIDUAL INSTRUCTION, *PROGRAMED INSTRUCTION, ADULT BASIC EDUCATION, COUNSELING SERVICES, DRAPER CORRECTIONAL CENTER, INFORMATION DISSEMINATION, MANPOWER DEVELOPMENT AND TRAINING ACT, MATERIAL DEVELOPMENT, METROPOLITAN ACHIEVEMENT TEST, MOTIVATION, PROGRAM EVALUATION, PUBLIC RELATIONS, QUESTIONNAIRES, REHABILITATION PROGRAMS, REINFORCEMENT, REMEDIAL INSTRUCTION, RESEARCH, VOCATIONAL EDUCATION.

DISSEMINATION OF PROGRAM FINDINGS TO THE CORRECTIONAL FIELD IS A KEY OBJECTIVE OF THE CURRENT PHASE OF THE EXPERIMENTAL-DEMONSTRATION PROJECT FOR VOCATIONAL TRAINING OF INMATES AT DRAPER CORRECTIONAL CENTER. LEADERS IN CORRECTIONS AND MANPOWER TRAINING WILL MEET IN FOUR CONFERENCES, PLANS FOR WHICH ARE OUTLINED IN THIS REPORT. BECAUSE 23 PERCENT OF THE 186 RELEASED GRADUATES OF THE PROGRAM HAVE BEEN RETURNED TO PRISON, A STUDY IS UNDERWAY TO ANALYZE THE FACTORS IN THE RECIDIVIST'S INABILITY TO SUCCEED IN THE FREE WORLD. QUESTIONNAIRES DRAWN UP FOR INTERVIEWS WITH THE RECIDIVIST, PAROLE SUPERVISOR, EMPLOYER, AND FAMILY ARE INCLUDED. TO PROVIDE EDUCATIONAL SKILLS NECESSARY TO ENTER VOCATIONAL COURSES AND ADVANCE IN TRADES, ALL TRAINEES ARE SCHEDULED FOR REMEDIAL CLASSES FOR EIGHT HOURS EACH WEEK. INDIVIDUALIZED PROGRAMED INSTRUCTION IS PRESCRIBED FOR EACH STUDENT ON THE BASIS OF HIS DEFICIENCIES AS INTERPRETED FROM THE METROPOLITAN ACHIEVEMENT TEST. ALSO INCLUDED IN THIS REPORT IS THE EVALUATION OF THE PROJECT BY A MANPOWER ANALYST IN THE DEPARTMENT OF LABOR, SUMMARIES OF ADMINISTRATION, COUN-

SELING, TRAINING, STATISTICS, AND PERSONNEL ACTIVITIES, AND TWO PAPERS—"COUNSELING AND GUIDANCE IN A CORRECTIONAL VOCATIONAL TRAINING PROGRAM," AND "SELECTION AND EVALUATION OF PROGRAMMED INSTRUCTIONAL MATERIALS." (AJ)

ED 013 424 **AC 001 467**
MCKEE, JOHN M. AND OTHERS
MDTA VOCATIONAL EXPERIMENTAL-DEMONSTRATION PROJECT FOR TRAINING AND PLACEMENT OF YOUTHFUL OFFENDERS. 15TH PROGRESS REPORT. REHABILITATION RESEARCH FOUND., EL-MORE, ALA.

PUB DATE 67
EDRS PRICE MF-\$0.75 HC-\$5.16 127P.
DESCRIPTORS *CORRECTIVE INSTITUTIONS, *COUNSELING SERVICES, *DELINQUENT REHABILITATION, *PROGRAMED INSTRUCTION, *VOCATIONAL EDUCATION, ADULT BASIC EDUCATION, COLLEGE STUDENTS, COMMUNITY SUPPORT, CURRICULUM GUIDES, DRAPER CORRECTIONAL CENTER, FOLLOWUP STUDIES, INDIVIDUAL INSTRUCTION, INFORMATION DISSEMINATION, INSERVICE EDUCATION, JOB PLACEMENT, MANPOWER DEVELOPMENT AND TRAINING ACT, MATERIAL DEVELOPMENT, NONVERBAL ABILITY, PUBLIC RELATIONS, REHABILITATION PROGRAMS, SOCIAL ADJUSTMENT, WORK STUDY PROGRAMS.

IN THE DRAPER MANPOWER DEVELOPMENT AND TRAINING PROJECT, INITIATED TO TRAIN INSTITUTIONALIZED OFFENDERS IN TRADES, 810 INMATES HAVE BEEN TESTED FOR ABILITY, APTITUDE, AND EDUCATIONAL ACHIEVEMENT. A PICTURE VOCATIONAL PREFERENCE TEST WAS DEvised TO OVERCOME THE GROUP'S VERBAL DISABILITY. OF THE 331 INMATES ACCEPTED FOR TRAINING, 231 HAVE GRADUATED, 63 ARE IN TRAINING, AND 37 WERE DROPPED. PROGRAMED LESSONS IN BASIC EDUCATION AND VOCATIONAL SKILLS HAVE BEEN DEVELOPED AND ARE AVAILABLE FOR USE WITH OTHER DISADVANTAGED GROUPS. INSERVICE TRAINING HAS ENHANCED THE CAPABILITIES OF THE STAFF, WHICH IS COMPLEMENTED BY COLLEGE STUDENTS WHO WORK FOR ONE SEMESTER. EFFORTS TO LOWER THE RECIDIVISM RATE INCLUDE A STUDY OF RECIDIVISTS, DEVELOPMENT OF SOCIALIZATION MATERIALS, PLANS FOR A TRANSITIONAL PROGRAM FOR RELEASEES, AND A COMMUNITY SPONSORSHIP PROGRAM IN WHICH VOLUNTEERS AND ORGANIZATIONS BECOME INVOLVED IN THE REHABILITATION OF THE PAROLEE. A PROGRAM TO DISSEMINATE FINDINGS IS UNDERWAY. (THE DOCUMENT INCLUDES A CONFERENCE PROGRAM, AN OUTLINE FOR A COURSE IN PERSONAL-SOCIAL RELATIONS, AND THREE PAPERS—"THE COUNSELING PROCESS IN AN MDTA PROGRAM FOR OFFENDERS," "A FOLLOW-UP REPORT OF A STUDY ON DRAPER'S COLLEGE CORPS," AND "DEVELOPMENT, EVALUATION, AND USE OF PROGRAMMED MATERIALS AS DEVELOPED IN THE DRAPER EXPERIMENTAL AND DEMONSTRATION PROJECT.") (AJ)

ED 013 425 **AC 001 503**
MANPOWER INVENTORY AND TRAINING NEEDS ANALYSIS. LOUISIANA DEPARTMENT OF HIGHWAYS MAINTENANCE RESEARCH PROJECT, REPORT NUMBER 2. JORGENSEN (ROY) AND ASSOCIATES, WASHINGTON, D.C.

REPORT NUMBER PB-174-962
PUB DATE JUN 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *EDUCATIONAL NEEDS, *ENGINEERING TECHNICIANS, *MAINTENANCE, *OPERATING ENGINEERING, *SUPERVISORY TRAINING, AGE, EDUCATIONAL BACKGROUND, EDUCATIONAL POLICY, INSERVICE COURSES, JOB ANALYSIS, JOB SKILLS, PERSONNEL EVALUATION, PERSONNEL POLICY, STATISTICAL DATA, TRAINING OBJECTIVES, WORK EXPERIENCE.

AS PART OF A LONG-RANGE (1965-69) RESEARCH PROJECT IN LOUISIANA, A STUDY (1) IDENTIFIED TRAINING NEEDS OF PERSONS SUPERVISING THE MAINTENANCE AND OPERATION OF HIGHWAYS, BRIDGES, FERRIES, AND EQUIPMENT, (2) ESTIMATED TRAINING NEEDS OF POTENTIAL SUPERVISORY PERSONNEL, (3) DETERMINED CHARACTERISTICS OF BOTH GROUPS, AND (4) MADE RECOMMENDATIONS FOR A TRAINING PROGRAM. A SAMPLE GROUP UNDERWENT WRITTEN TESTS, PERFORMANCE TESTS, AND SUPERVISORY APPRAISALS. PERSONNEL RANGED IN AGE FROM UNDER 25 TO OVER 65 (OVER 45 PERCENT WERE OVER 45), THE RANGE OF EDUCATION WAS FROM BELOW FOUR YEARS OF ELEMENTARY SCHOOL TO FOUR YEARS OF COLLEGE, AND WORK EXPERIENCE VARIED FROM A FEW MONTHS TO OVER 20 YEARS. READING, MATHEMATICS, RECORD KEEPING, USE OF MANUALS, SUPERVISORY FUNCTIONS, PUBLIC RELATIONS, TRAFFIC SAFETY, UTILITIES, AND DISASTER OPERATIONS WERE THE MAIN AREAS OF NEED FOR BOTH CURRENT AND POTENTIAL SUPERVISORS. IT WAS RECOMMENDED THAT THE DEPARTMENT SET UP A PERMANENT TRAINING PROGRAM PROVIDING FOR SELF, OR SMALL GROUP, INSTRUCTION DURING WORKING HOURS, WITH INSTRUCTIONAL MATERIALS THAT COULD BE USED BY OPERATING MANAGERS OR SUPERVISORS. A SPECIAL TRAINING ORGANIZATION SHOULD BE SET UP, FURTHER DATA COLLECTED, AND ADDITIONAL RESEARCH BE CARRIED ON. THIS DOCUMENT, PB-174-962, IS AVAILABLE FROM THE CLEARINGHOUSE FOR FEDERAL SCIENTIFIC AND TECHNICAL INFORMATION, SPRINGFIELD, VA. 22151. MICROFICHE \$0.65, HARDCOPY \$3.00. (LY)

ED 013 426

AC 001 504

LANGE, CARL J.

LEADERSHIP IN SMALL MILITARY UNITS-SOME RESEARCH FINDINGS.

REPORT NUMBER HUMRRO-PP-24-67

REPORT NUMBER AD-654-345

PUB DATE JUN 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *EVALUATION, *GROUP BEHAVIOR, *LEADERSHIP QUALITIES, *LEADERSHIP TRAINING, *MILITARY TRAINING, DECISION MAKING SKILLS, HUMAN RELATIONS, INTERACTION, LEADERSHIP RESPONSIBILITY, LEADERSHIP STYLES, MOTIVATION, PERFORMANCE FACTORS, RESEARCH, STATISTICAL DATA.

THE EFFECT OF A LEADER'S ACTIONS ON HIS FOLLOWERS IN SMALL MILITARY UNITS WAS THE SUBJECT OF SEVERAL RESEARCH STUDIES CONDUCTED TO EXPLORE THE NATURE OF THE LEADERSHIP PROCESS, WITH THE ULTIMATE GOAL OF DEVELOPING TRAINING THAT WOULD USE IMPROVED PRESENTATIONAL MATERIALS AND WOULD BE BASED ON LEADERSHIP DOCTRINE WITH DEMONSTRATED VALIDITY. THE RESULTS OF

THE STUDIES EMPHASIZED THE LEADER'S ACTIVE ROLE IN FACILITATING AND MOTIVATING EFFECTIVE PERFORMANCE AND MINIMIZING DISRUPTIVE INFLUENCES. A FRAMEWORK FOR LEADERSHIP TRAINING CONCEPTS WAS FORMULATED. (THE DOCUMENT INCLUDES A TABLE AND FIVE REFERENCES.) THIS DOCUMENT, AD-654-345, IS AVAILABLE FROM THE CLEARINGHOUSE FOR FEDERAL SCIENTIFIC AND TECHNICAL INFORMATION, SPRINGFIELD, VA. 22151. MICROFICHE \$0.65, HARDCOPY \$3.00. (AUTHOR/LY)

ED 013 427

AC 001 519

BALL, SAMUEL

TRAINING TYPIST IN THE INDUSTRIAL ENVIRONMENT, AN EVALUATIONAL REPORT. NATIONAL ASSN. OF MANUFACTURERS, NEW YORK, N.Y.

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *AUTOINSTRUCTIONAL PROGRAMS, *JOB SKILLS, *JOB TRAINING, *PROGRAM EVALUATION, *TYPEWRITING, COMMUNICATION SKILLS, DROPOUTS, EDUCATIONAL BACKGROUND, EMPLOYMENT, NATIONAL ASSOCIATION OF MANUFACTURERS, OFFICE OCCUPATIONS, STATISTICAL DATA, STUDENT COSTS, STUDENT MOTIVATION, TIME FACTORS (LEARNING).

THE NATIONAL ASSOCIATION OF MANUFACTURERS (NAM) HELD FOUR TYPING LABORATORIES IN 1965 AND 1966 AT NAM HEADQUARTERS (NEW YORK CITY), COLLEGE LIFE INSURANCE COMPANY (INDIANAPOLIS), CHEMICAL BANK NEW YORK TRUST COMPANY (NEW YORK CITY), AND PACIFIC TELEPHONE AND TELEGRAPH COMPANY (SAN FRANCISCO) TO DEVELOP A SYSTEM OF TRAINING TYPISTS WITHIN THE INDUSTRIAL ENVIRONMENT. RESULTS SHOWED THAT IF THE TRAINEES WANTED TO LEARN TO TYPE AND HAD A MINIMAL EDUCATIONAL LEVEL (COULD READ AND SPELL AT ABOVE A SIXTH-GRADE LEVEL), THEY COULD BE BROUGHT TO AN EMPLOYABLE SKILL LEVEL IN ABOUT 35 TO 45 DAYS AT A VERY LOW TRAINING COST, SINCE THE MIND PROGRAM IS ALMOST COMPLETELY AUTOMATED. IF TRAINEES WERE BELOW SIXTH-GRADE LEVEL, THEY HAD TO UNDERGO A COURSE IN BASIC COMMUNICATION SKILLS BEFORE BEGINNING THE TYPING PROGRAM. STATISTICAL DATA ON THE TRAINEES INCLUDING PRE- AND POST-TEST RESULTS, IMPROVEMENT IN SPEED AND ACCURACY, NUMBER OF DAYS IN THE PROGRAM, AND EMPLOYMENT OR DROPOUT INFORMATION WERE TABULATED. THIS DOCUMENT IS AVAILABLE FROM THE NATIONAL ASSOCIATION OF MANUFACTURERS, 277 PARK AVENUE, NEW YORK CITY 10017. (AJ)

ED 013 428

AC 001 520

ADAMS, CHARLES F.

TRAINING TYPISTS IN THE INDUSTRIAL ENVIRONMENT-PRELIMINARY REPORT OF A PROTOTYPE SYSTEM OF SIMULTANEOUS, MULTILEVEL, MULTIPHASIC AUDIO PROGRAMMING.

NATIONAL ASSN. OF MANUFACTURERS, NEW YORK, N.Y.

REPORT NUMBER NAM-MIND-MONOGR-1

PUB DATE MAY 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *AUDIO EQUIPMENT, *EDUCATIONAL RADIO, *JOB SKILLS, *JOB TRAINING, *TYPEWRITING, CLERI-

CAL OCCUPATIONS, EDUCATIONAL DISADVANTAGEMENT, NATIONAL ASSOCIATION OF MANUFACTURERS, NEGRO STUDENTS, OFFICE OCCUPATIONS, PILOT PROJECTS, PROGRAM CONTENT, PUERTO RICANS, STUDENT COSTS, TIME FACTORS (LEARNING).

IN 1965 TEN NEGRO AND PUERTO RICAN GIRLS BEGAN CLERICAL TRAINING IN THE NATIONAL ASSOCIATION OF MANUFACTURERS (NAM) TYPING LABORATORY I (TEELAB-I), A PILOT PROJECT TO DEVELOP A SYSTEM OF TRAINING TYPISTS WITHIN THE INDUSTRIAL ENVIRONMENT. THE INITIAL SYSTEM, AN ADAPTATION OF GREGG AUDIO MATERIALS TO A MACHINE TECHNOLOGY, TAUGHT ACCURACY, SPEED BUILDING, JOB SIMULATION, FILING, SPELLING, AND PRODUCTION WORK. TEELAB-I TOOK THE NOVICE TO OVER 40 WORDS PER MINUTE IN EIGHT WEEKS AND COULD BE ADMINISTERED BY ANY TYPIST. BASED ON A TEN-STUDENT CLASS, THE COST PER TRAINEE WAS \$8.00 PER WEEK FOR LEASING THE EQUIPMENT, TYPEWRITER RENTAL, BOOKS, SUPPLIES, AND ADMINISTRATION TIME. IN 1966, A TAPE-BASED SYSTEM WITH A FOUR-CHANNEL SIMULTANEOUS PLAYBACK OF TYPING INSTRUCTION ON FOUR SKILL LEVELS WAS DESIGNED FOR USE IN TEELABS II AND III, CAPABLE OF FM RADIO BROADCASTS IN WHICH SIMULTANEOUS FOUR-CHANNEL TRANSMISSIONS COULD BE MADE ON SUB-CARRIERS WHILE THE STATION CARRIED ITS REGULAR PROGRAM SCHEDULE. SUCH TECHNIQUES COULD LEAD TO COST REDUCTIONS BY MAKING TRAINING AVAILABLE TO LARGE NUMBERS OF TRAINEES. THIS DOCUMENT IS AVAILABLE FROM THE NATIONAL ASSOCIATION OF MANUFACTURERS, 277 PARK AVENUE, NEW YORK CITY 10017. (AJ)

ED 013 429

AC 001 561

METHODS AND TECHNIQUES OF ADULT TRAINING, NUMBER 1. CURRENT INFORMATION SOURCES.

SYRACUSE UNIV., N.Y., ERIC CLEARINGHOUSE ON ADULT

B DATE DEC 67

EDRS PRICE MF-\$0.25 HC-\$0.54 19P.

DESCRIPTORS *ADULT EDUCATION, *ANNOTATED BIBLIOGRAPHIES, *EDUCATIONAL METHODS, *TRAINING TECHNIQUES, CORRESPONDENCE STUDY, MANAGEMENT DEVELOPMENT, MILITARY TRAINING, PROGRAM COSTS, PROGRAMED INSTRUCTION, RESEARCH METHODOLOGY, TRAINING OBJECTIVES, VOCATIONAL RETRAINING.

THIS ANNOTATED BIBLIOGRAPHY ON ADULT TRAINING CONTAINS 35 INDEXED ITEMS, MANY WITH ABSTRACTS, IN SUCH AREAS AS MILITARY TRAINING, MANAGEMENT DEVELOPMENT, AND VOCATIONAL EDUCATION AND RETRAINING, AND ON SUCH METHODS, TECHNIQUES, AND RELATED ASPECTS AS RESEARCH METHODOLOGY, TRAINING COSTS, CORRESPONDENCE STUDY, PROGRAMED INSTRUCTION, TRAINING OBJECTIVES, AND TERMINOLOGY. (LY)

ED 013 430

AC 001 562

MANAGEMENT DEVELOPMENT, NUMBER 1. CURRENT INFORMATION SOURCES.

SYRACUSE UNIV., N.Y., ERIC CLEARINGHOUSE ON ADULT

PUB DATE NOV 67

EDRS PRICE MF-\$0.25 HC-\$0.58 15P.

DESCRIPTORS *ANNOTATED BIBLIOGRAPHIES, *MANAGEMENT DEVEL-

OPMENT, BUSINESS, GROUP BEHAVIOR, INDUSTRY, INTERPERSONAL RELATIONSHIP, LEADERSHIP TRAINING, LISTENING SKILLS, MANAGEMENT GAMES, PROGRAM PLANNING, SENSITIVITY TRAINING, SUPERVISORY TRAINING, TEACHING GUIDES, UNIVERSITY EXTENSION.

THIS ANNOTATED BIBLIOGRAPHY ON MANAGEMENT DEVELOPMENT CONTAINS 28 INDEXED ITEMS, MANY WITH ABSTRACTS, IN SUCH AREAS AS HUMAN RELATIONS AND LEADERSHIP TRAINING, PROGRAM PLANNING AND EVALUATION, BUSINESS GAMES, DISCUSSION GROUP BEHAVIOR, AND COMPANY AND UNIVERSITY SPONSORED PROGRAMS. ALSO INCLUDED ARE COMPARATIVE STUDIES OF PROGRAMS AND METHODS IN SEVERAL COUNTRIES. (LY)

ED 013 431 AL 000 146

STIMSON, HUGH
MANDARIN DIALECTS-A PROBLEM IN CLASSIFICATION.

PUB DATE OCT 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *DIALECTS, *LANGUAGE CLASSIFICATION, *MANDARIN CHINESE, CHINESE, CONTRASTIVE LINGUISTICS, DIACHRONIC LINGUISTICS, HUEI DIALECTS, LANGUAGE PATTERNS, MUTUAL INTELLIGIBILITY, PHONOLOGY, STRUCTURAL ANALYSIS, SYNCHRONIC LINGUISTICS,

MUTUAL INTELLIGIBILITY, WHICH SEEMS TO HAVE BEEN THE INITIAL BASIS FOR CHINESE DIALECT CLASSIFICATION, ALONG WITH GEOGRAPHIC PROXIMITY HAS PROVIDED A FAIRLY REALISTIC GROUPING OF THE MANDARIN DIALECTS. IT NOW SEEMS DESIRABLE TO WORK OUT A FORMAL DEFINITION IN PRECISE LINGUISTIC TERMS OF WHAT CONSTITUTES A MANDARIN DIALECT AND TO DISCOVER WHETHER THIS DEFINITION IS APPLICABLE TO ALL DIALECTS NOW CLASSIFIED AS MANDARIN, AND ALSO, WHETHER SUB-GROUPINGS WITHIN MANDARIN CAN BE MADE ACCORDING TO LINGUISTIC PRINCIPLES. ON THE BASIS OF THIS ANALYSIS, MANDARIN DIALECTS DO SEEM TO SHARE ONE DESCRIPTIVE FEATURE SHARED WITH NO OTHER NON-MANDARIN DIALECT AND TWO HISTORICAL FEATURES INVOLVING SOUNDS DEVELOPING FROM MIDDLE CHINESE. PUBLISHED IN THE JOURNAL OF THE CHINESE LANGUAGE TEACHERS ASSOCIATION, 1(3)/92-98, OCT. 1966. (NC)

ED 013 432 AL 000 445

DYEN, ISIDORE
A DESCRIPTIVE INDONESIAN GRAMMAR-PRELIMINARY EDITION.

YALE UNIV., NEW HAVEN, CONN.

REPORT NUMBER BR-5-1219

PUB DATE 67

CONTRACT OEC-SAE-8792

EDRS PRICE MF-\$1.25 HC-\$11.04 274P.

DESCRIPTORS *CONTRASTIVE LINGUISTICS, *GRAMMAR, *INDONESIAN, *MORPHOLOGY (LANGUAGES), DESCRIPTIVE LINGUISTICS, LANGUAGES, PHONOLOGY, SYNTAX,

THIS PRELIMINARY EDITION COMPRISES A DESCRIPTIVE GRAMMAR OF INDONESIAN (BAHASA INDONESIA), THE OFFICIAL LANGUAGE OF THE REPUBLIC OF INDONESIA. THE THREE SECTIONS-PHONOLOGY, SYNTAX, AND MORPHOLOGY-PRESENT A COMPREHENSIVE LINGUISTIC ANALYSIS OF INDONESIAN, WITH OCCASIONAL CONTRASTIVE REFERENCE TO

MALAY, JAVANESE, SUNDANESE, AND SUMATRAN. THIS STUDY IS APPROPRIATE AS A REFERENCE GRAMMAR FOR LINGUISTS, RATHER THAN FOR NON-LINGUISTICALLY ORIENTED STUDENTS OF THE LANGUAGE. (AMM)

ED 013 433 48 AL 000 535

KELLEY, GERALD B.

MATERIALS FOR INTERMEDIATE TELUGU.

WISCONSIN UNIV., MADISON

REPORT NUMBER BR-5-1222

PUB DATE 63

CONTRACT OEC-SAE-8981

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *INSTRUCTIONAL MATERIALS, *LANGUAGE INSTRUCTION, *TELUGU, ANDHRA PRADESH, CONVERSATIONAL LANGUAGE COURSES, CULTURAL ENVIRONMENT, GLOSSARIES, INDIA, READING MATERIALS,

ONE OF THE FOUR DRAVIDIAN LANGUAGES RECOGNIZED BY THE INDIAN CONSTITUTION OF 1960 AS OFFICIAL LANGUAGES OF THE COUNTRY, TELUGU IS SPOKEN BY 42 MILLION PEOPLE IN ANDHRA PRADESH. THESE INSTRUCTIONAL MATERIALS ARE DESIGNED FOR THE INTERMEDIATE STUDENT OF TELUGU AND ARE DIVIDED INTO NEWSPAPER READINGS AND DIALOGUES OF EVERYDAY CONVERSATION. SUBJECTS FOR THE READINGS ARE TAKEN FROM INDIAN AND ENGLISH LITERATURE AS WELL AS FROM EVENTS OF POLITICAL SIGNIFICANCE. A COMPREHENSIVE GLOSSARY IS INCLUDED. (FB)

ED 013 434 AL 000 567

SPECIAL ENGLISH.

ENGLISH LANGUAGE SERVICES INC.,

WASHINGTON, D.C.

PUB DATE 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *ENGLISH (SECOND LANGUAGE), *PROFESSIONAL TRAINING, *VOCABULARY, *VOCATIONAL EDUCATION, AGRICULTURE, AVIATION MECHANICS, AVIATION VOCABULARY, BANKING VOCABULARY, ENGINEERING, INTERNATIONAL TRADE VOCABULARY, MEDICAL VOCABULARY, OCCUPATIONS,

THIS 14-VOLUME SERIES OF TECHNICAL ENGLISH TEXTS IS DESIGNED TO PROVIDE PRACTICE IN TECHNICAL TERMINOLOGY FOR NON-NATIVE SPEAKERS OF ENGLISH. LANGUAGE FLUENCY LEVEL IS UPPER-INTERMEDIATE/ADVANCED. THE VARIOUS FIELDS OF INDUSTRY WHICH THE TEXTS DEAL WITH ARE AS FOLLOWS: (1) AGRICULTURE-BOOK 1, SOILS (2) AGRICULTURE-BOOK 2, FIELD CROPS (3) AVIATION-BOOK 1, GENERAL (4) AVIATION-BOOK 2, RADIOTELEPHONY (5) AVIATION MECHANICS (6) BANKING (7) ENGINEERING-BOOK 1, MECHANICAL AND CIVIL (8) ENGINEERING-BOOK 2, ELECTRICAL (9) INTERNATIONAL TRADE (10) JOURNALISM-BOOK 1 (11) JOURNALISM-BOOK 2 (12) MEDICINE-BOOK 1 (13) MEDICINE-BOOK 2 (14) MEDICINE-BOOK 3. THE FORMAT CONSISTS OF TOPIC-ORIENTED CONVERSATIONAL DIALOGUES, TERMINOLOGY PRACTICE WITH KEY TERMS GLOSSED IN ENGLISH AND USED IN CONTEXTUAL SENTENCES, AND "CHECK-UPS" FOR FURTHER PRACTICE. TEXTS ARE ILLUSTRATED BY PHOTOGRAPHS AND SIMPLE LINE DRAWINGS. APPENDICES CONTAIN EXERCISE KEYS, ADDITIONAL AND EQUIVALENT BRITISH-ENGLISH TERMS, AND GLOSSARIES. THESE TEXTS ARE AVAILABLE FROM COLLIER-MACMILLAN INTERNATIONAL, 60 FIFTH AVE., NEW YORK. (AMM)

ED 013 435 48 AL 000 646

BARKER, MUHAMMAD ABD AL RAHMAN AND OTHERS

A COURSE IN URDU, VOLUME ONE.

MCGILL UNIV., MONTREAL (QUEBEC)

REPORT NUMBER BR-4-3061-VOL-1

PUB DATE 67

CONTRACT OEC-1-7-063061-0213

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *INSTRUCTIONAL MATERIALS, *LANGUAGE INSTRUCTION, *URDU, ALPHABETS, ARABIC, ARABIC SCRIPT, CONTRASTIVE LINGUISTICS, CULTURAL CONTEXT, ENGLISH, GRAMMAR, HINDI, INDIA, LITERARY HINDI, PAKISTAN, PHONOLOGY, TAPE RECORDINGS, VOCABULARY, WRITTEN LANGUAGE,

THIS 15-UNIT INTRODUCTION TO URDU IS BASED ON A LITERATE VARIETY OF DIHLAVI (I.E. OF DELHD) URDU AS EMPLOYED TODAY IN INDIA AND PAKISTAN. BRIEF SKETCHES OF INDO-PAKISTANI LIFE ARE INCLUDED IN THE MATERIAL AND ALTHOUGH A LARGE PART OF THIS INFORMATION IS APPLICABLE TO NORTHERN INDIA AS WELL, MUCH IS STRICTLY PAKISTANI IN CONTENT. UNIT FORMAT GENERALLY CONSISTS OF CONVERSATIONAL DIALOGS IN WHICH NEW VOCABULARY AND STRUCTURES ARE INTRODUCED IN BUILD-UP FASHION, WORD STUDIES, PHONETICS NOTES AND DRILLS, ANALYSIS SECTIONS, AND FURTHER VOCABULARY AND GRAMMAR DRILLS. THE TRADITIONAL URDU VARIETY OF THE ARABIC SCRIPT IS INTRODUCED GRADUALLY BEGINNING WITH UNIT VI. IT IS ASSUMED THAT AN INDO-PAKISTANI TUTOR AND A SET OF RECORDED TAPES WILL BE EMPLOYED WITH THIS COURSE. ALSO ASSUMED IS A KNOWLEDGE OF LINGUISTICS ON THE PART OF THE STUDENT AND THE INSTRUCTOR. THIS TEXT IS AVAILABLE FROM THE MCGILL UNIVERSITY PRESS, 3458 REDPATH STREET, MONTREAL, QUEBEC, CANADA. (AM)

ED 013 436 48 AL 000 647

BARKER, MUHAMMAD ABD AL RAHMAN AND OTHERS

A COURSE IN URDU, VOLUME TWO.

MCGILL UNIV., MONTREAL (QUEBEC)

REPORT NUMBER BR-4-3061-VOL-2

PUB DATE 67

CONTRACT OEC-1-7-063061-0213

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *HINDI, *INSTRUCTIONAL MATERIALS, *LANGUAGE INSTRUCTION, *URDU, ALPHABETS, ARABIC, ARABIC SCRIPT, CONTRASTIVE LINGUISTICS, CULTURAL CONTEXT, ENGLISH, GRAMMAR, INDIA, LINGUISTICS, LITERARY HINDI, LITERARY URDU, LITERATURE, PAKISTAN, PHONEMIC ALPHABETS, PHONOLOGY, TAPE RECORDINGS, VOCABULARY, WRITTEN LANGUAGE,

VOLUME TWO, UNITS 16 THROUGH 25, CONTINUE THIS INTRODUCTORY COURSE IN URDU. THE GENERAL FORMAT IN THE FIRST FIVE UNITS IS CONSISTENT WITH VOLUME ONE (IN WHICH THE SOUNDS, BASIC STRUCTURES, AND WRITING SYSTEM WERE INTRODUCED). THE LAST FIVE UNITS BEGIN WITH AN ESSAY WRITTEN IN URDU SCRIPT FOLLOWED BY A VOCABULARY SECTION, WHICH TOGETHER REPLACE THE CONVERSATION SECTIONS OF EARLIER UNITS. ESSAY TOPICS PROVIDE FURTHER CULTURAL INFORMATION OF IMPORTANCE TO THE STUDENT. OF PARTICULAR INTEREST IS THE DISCUSSION OF LINGUISTIC AND LITERARY HISTORY IN UNIT XXIV. THIS TEXT IS AVAILABLE

FROM MCGILL UNIVERSITY PRESS, 3458
REDPATH STREET, MONTREAL, QUEBEC,
CANADA. (AM)

ED 013 437 48 AL 000 648

BARKER, MUHAMMAD ABD AL RAHMAN
AND OTHERS

A COURSE IN URDU, VOLUME THREE.
MCGILL UNIV. MONTREAL (QUEBEC)
REPORT NUMBER BR-6-3061-VOL-3
PUB DATE 67

CONTRACT OEC-1-7-063061-0213

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *DICTIONARIES, *EN-
GLISH, *URDU, *VOCABULARY, ALPHABETS, ARABIC, ARABIC SCRIPT, CONTRASTIVE LINGUISTICS, HINDI, INDEXES (LOCATERS), INDIA, INSTRUCTIONAL MATERIALS, PAKISTAN, WORD LISTS, WRITTEN LANGUAGE.

THIS SUPPLEMENTARY VOLUME OF "A COURSE IN URDU" CONSISTS OF FIVE APPENDICES—(1) ABBREVIATIONS, (2) URDU-ENGLISH VOCABULARY, (3) ENGLISH-URDU FINDER LIST, (4) SUPPLEMENTARY URDU-ENGLISH VOCABULARY, AND (5) ENGLISH-URDU FINDER LIST FOR THE SUPPLEMENTARY VOCABULARY. ALSO INCLUDED IS AN INDEX TO ALL VOLUMES AND A LANGUAGE MAP OF INDIA AND PAKISTAN. THIS VOLUME IS AVAILABLE FROM MCGILL UNIVERSITY PRESS, 3458 REDPATH STREET, MONTREAL, QUEBEC, CANADA. (AM)

ED 013 438 48 AL 000 649

MCCARUS, ERNEST N.

A KURDISH-ENGLISH DICTIONARY, DIALECT OF SULAIMANIA, IRAQ.
MICHIGAN UNIV. ANN ARBOR
REPORT NUMBER BR-5-1257-4
PUB DATE 67

CONTRACT OEC-5-14-004

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *DICTIONARIES, *KURDISH, *LEXICOGRAPHY, *VOCABULARY, ARABIC, ARABIC PERSIAN WRITING SYSTEM, DIALECTS, ENGLISH, IRANIAN LANGUAGES, IRAQ, SULAIMANIA.

THE VOCABULARY CONTAINED IN THIS DICTIONARY ENCOMPASSES THE FOUR VOLUMES OF THIS COURSE IN KURDISH—(1) THE BASIC COURSE, (2) NEWSPAPER KURDISH, (3) KURDISH ESSAYS, AND (4) KURDISH SHORT STORIES. ALSO INCLUDED ARE ITEMS FROM OTHER SELECTIONS FROM THE KURDISH PRESS AND EXPRESSIONS RECORDED FROM NATIVE SPEAKERS OF THE SULAIMANIA DIALECT. THE SCRIPT IS BASED ON THE ARABIC-PERSIAN WRITING SYSTEM AND IN ITS IDEAL FORM IS NEARLY PHONEMIC. THE ITEMS ARE ARRANGED FOR THE SAKE OF CONSISTENCY AND EASY REFERENCE ACCORDING TO THE PHONEMIC (ROMANIZED) TRANSCRIPTION. AN EXPLANATION OF THIS SYSTEM IS PROVIDED IN THE INTRODUCTION. IN THIS TRANSCRIPTION NO WORD BEGINS WITH A VOWEL, ALL VOWEL-INITIAL WORDS BEING LISTED UNDER GLOTTAL STOP. EACH ITEM IS ALSO GIVEN IN THE LEFT COLUMN IN THE KURDISH SCRIPT. SPECIAL ATTENTION IS GIVEN TO THE INDICATION OF THE OBJECT OF VERBAL CLAUSES. THESE MATERIALS ARE PUBLISHED BY THE UNIVERSITY OF MICHIGAN PRESS, 615 EAST UNIVERSITY STREET, ANN ARBOR, MICHIGAN, 48106. (AM)

ED 013 439 48 AL 000 650

ABDULLA, JAMAL JALAL MCCARUS, ERNEST N.

KURDISH BASIC COURSE, DIALECT OF SULAIMANIA, IRAQ.

MICHIGAN UNIV. ANN ARBOR

REPORT NUMBER BR-5-1257-5

PUB DATE 67

CONTRACT OEC-5-14-004

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *INSTRUCTIONAL MATERIALS, *KURDISH, *LANGUAGE INSTRUCTION, ARABIC, ARABIC PERSIAN WRITING SYSTEM, CONTRASTIVE LINGUISTICS, CULTURAL BACKGROUND, DIALECTS, IRANIAN LANGUAGES, IRAQ, OFFICIAL LANGUAGES, PATTERN DRILLS (LANGUAGE), PERSIAN, PHONEMIC ALPHABETS, PHONOLOGY, SULAIMANIA, SYNTAX, TAPE RECORDINGS.

THIS BEGINNING COURSE, DESIGNED FOR THE STUDENT WITH SOME KNOWLEDGE OF LINGUISTICS, FOLLOWS THE AUDIOLINGUAL APPROACH IN TEACHING THE PHONOLOGY, BASIC STRUCTURE, AND VOCABULARY OF THE EDUCATED KURDISH DIALECT OF SULAIMANIA, IRAQ. THE CULTURAL CONTENT OF THE MATERIAL PROVIDES THE STUDENT WITH A GENERAL BACKGROUND OF SULAIMANIAN CULTURE. PART I, PHONOLOGY, INTRODUCES AND CLASSIFIES THE KURDISH SOUND SYSTEM AND INCLUDES CONTRASTIVE DRILLS ON THE MOST DIFFICULT CONSONANTS. PART II, SPOKEN KURDISH, CONSISTS OF 13 LESSON UNITS CONTAINING BASIC SENTENCE SECTIONS IN WHICH NEW WORDS AND STRUCTURES ARE INTRODUCED THROUGH BUILD-UPS, SECTIONS ON VOCABULARY, GRAMMATICAL NOTES, AND DRILLS. PART III, WRITTEN KURDISH, INTRODUCES THE WRITING SYSTEM WHICH IS BASED ON THE ARABIC-PERSIAN SCRIPT. THE KURDISH ALPHABETIC FORMS ARE CONTRASTED WITH ARABIC AND PERSIAN. A TRANSITION IS ALSO MADE IN THESE UNITS FROM CONVERSATIONAL TO LITERARY STYLE. PART III MAY BE USED AFTER COMPLETION OF, OR CONCURRENTLY WITH, PART II. IT MAY ALSO BE USED CONCURRENTLY WITH "NEWSPAPER KURDISH" (VOLUME I OF THE READERS OF THE SAME COURSE). ALSO INCLUDED IN THE COURSE ARE TAPE RECORDINGS AND A "KURDISH-ENGLISH DICTIONARY" BY THE SAME AUTHORS. THESE MATERIALS ARE PUBLISHED BY THE UNIVERSITY OF MICHIGAN PRESS, 615 EAST UNIVERSITY STREET, ANN ARBOR, MICHIGAN, 48106. (AM)

ED 013 440 48 AL 000 651

ABDULLA, JAMAL JALAL MCCARUS, ERNEST N.

KURDISH READERS. PART I, NEWSPAPER KURDISH.

MICHIGAN UNIV. ANN ARBOR

REPORT NUMBER BR-5-1257-1

PUB DATE 67

CONTRACT OEC-5-14-004

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *INSTRUCTIONAL MATERIALS, *KURDISH, *LANGUAGE INSTRUCTION, *NEWSPAPERS, ARABIC PERSIAN WRITING SYSTEM, CULTURAL CONTEXT, DIALECTS, GLOSSARIES, IRANIAN LANGUAGES, IRAQ, OFFICIAL LANGUAGES, PATTERN DRILLS (LANGUAGE), PHONEMIC ALPHABETS, READING MATERIALS, SULAIMANIA, WRITING EXERCISES.

ASSUMING A MASTERY OF THE CONTENTS OF THE "BASIC COURSE IN KURDISH" (BY THE SAME AUTHORS), THIS READER PRESENTS A VARIETY OF 28 ARTICLES SELECTED FROM THE IRAQI NEWSPAPERS "ZHIN" AND "KHEBAT."

EACH LESSON BEGINS WITH A SELECTION WRITTEN IN KURDISH (MODIFIED ARABIC-PERSIAN) SCRIPT, FOLLOWED BY PHONEMIC TRANSCRIPTION (IN THE FIRST 15 LESSONS), A GLOSSARY, EXERCISES ON SENTENCE STRUCTURE AND VOCABULARY, AND A KURDISH PROVERB. THE SULAIMANIA KURDISH DIALECT USED IN THIS SERIES IS THE CULTURALLY PRESTIGIOUS DIALECT OF IRAQI KURDISTAN, AND THE LANGUAGE OF ALL TEXTBOOKS AND OTHER OFFICIAL KURDISH PUBLICATIONS. THE INTRODUCTION INCLUDES A BRIEF HISTORY OF KURDISH LITERARY CULTURE. THE VOCABULARY USED IN THIS READER AND THE SUCCEEDING READERS "KURDISH ESSAYS" AND "KURDISH SHORT STORIES" IS INCLUDED IN THE "KURDISH-ENGLISH DICTIONARY" BY THE SAME AUTHORS. THIS DOCUMENT IS PUBLISHED BY THE UNIVERSITY OF MICHIGAN PRESS, 615 EAST UNIVERSITY STREET, ANN ARBOR, MICHIGAN, 48106. (AM)

ED 013 441 48 AL 000 652

ABDULLA, JAMAL JALAL MCCARUS, ERNEST N.

KURDISH READERS. PART II, KURDISH ESSAYS.

MICHIGAN UNIV. ANN ARBOR

REPORT NUMBER BR-5-1257-2

PUB DATE 67

CONTRACT OEC-5-14-004

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *ESSAYS, *INSTRUCTIONAL MATERIALS, *KURDISH, *LANGUAGE INSTRUCTION, ARABIC PERSIAN WRITING SYSTEM, CULTURAL CONTEXT, DIALECTS, GLOSSARIES, IRANIAN LANGUAGES, IRAQ, OFFICIAL LANGUAGES, PHONEMIC ALPHABETS, READING MATERIALS, SULAIMANIA.

THIS READER, TOGETHER WITH THE "NEWSPAPER KURDISH" AND "SHORT STORIES" READERS, FOLLOWS THE "BASIC COURSE IN KURDISH" (BY THE SAME AUTHORS) AND ASSUMES A MASTERY OF THE BASIC ELEMENTS OF THE STRUCTURE AND WRITING SYSTEM AS PRESENTED IN THE BEGINNING COURSE. WRITTEN IN THE SULAIMANIAN DIALECT, THE OFFICIAL DIALECT OF IRAQI KURDISTAN, THESE 12 ESSAYS REPRESENT A VARIETY OF SUBJECTS, STYLE, AND VOCABULARY AS WELL AS ORTHOGRAPHIC CONVENTIONS OF THE KURDISH SCRIPT (MODIFIED ARABIC-PERSIAN). THE ESSAYS ARE GRADED BY LENGTH, EACH FOLLOWED BY VOCABULARY LISTING AND NOTES. WORDS ARE LISTED IN THEIR DICTIONARY FORMS WITH THE EXCEPTION OF A FEW COMMON VERBS. THE VOCABULARY (AS WELL AS THAT OF THE ENTIRE SERIES) IS INCLUDED IN THE "KURDISH-ENGLISH DICTIONARY." THE INTRODUCTION CONTAINS A BRIEF HISTORY OF KURDISH LITERARY CULTURE AND A SHORT BIBLIOGRAPHY. THIS DOCUMENT IS PUBLISHED BY THE UNIVERSITY OF MICHIGAN PRESS, 615 EAST UNIVERSITY STREET, ANN ARBOR, MICHIGAN, 48106. (AM)

ED 013 442 48 AL 000 653

ABDULLA, JAMAL JALAL MCCARUS, ERNEST N.

KURDISH READERS. PART III, KURDISH SHORT STORIES.

MICHIGAN UNIV. ANN ARBOR

REPORT NUMBER BR-5-1257-3

PUB DATE 67

CONTRACT OEC-5-14-004

DOCUMENT NOT AVAILABLE FROM EDRS.
 DESCRIPTORS *INSTRUCTIONAL MATERIALS, *KURDISH, *LANGUAGE INSTRUCTION, *SHORT STORIES, ARABIC PERSIAN WRITING SYSTEM, CULTURAL CONTEXT, DIALECTS, GLOSSARIES, IRANIAN LANGUAGES, IRAQ, OFFICIAL LANGUAGES, PHONEMIC ALPHABETS, READING MATERIALS, SULAIMANIA, THE SIX STORIES IN THIS COLLECTION ARE WRITTEN IN THE KURDISH DIALECT OF SULAIMANIA, THE LANGUAGE OF OFFICIAL PUBLICATIONS AND TEXTBOOKS IN IRAQI KURDISTAN. THE VARIOUS THEMES INCLUDED ARE REPRESENTATIVE OF KURDISH CULTURE AND TRADITION. EACH SELECTION (WRITTEN IN KURDISH SCRIPT) IS FOLLOWED BY VOCABULARY AND EXPLANATORY NOTES IN ORDER OF OCCURRENCE IN THE TEXT. (A MASTERY OF THE BASIC PATTERNS AND SCRIPT AS PRESENTED IN THE "BASIC COURSE" IS ASSUMED ON THE PART OF THE STUDENT) THE INTRODUCTION INCLUDES A BRIEF HISTORY OF KURDISH LITERARY CULTURE AND A SHORT BIBLIOGRAPHY. THE VOCABULARY USED IN THIS READER AND THE PRECEDING READERS, "NEWSPAPER KURDISH" AND "KURDISH SHORT STORIES", IS INCLUDED IN THE "KURDISH-ENGLISH DICTIONARY" BY THE SAME AUTHORS. THIS DOCUMENT IS PUBLISHED BY THE UNIVERSITY OF MICHIGAN PRESS, 615 EAST UNIVERSITY STREET, ANN ARBOR, MICHIGAN, 48106. (AM)

ED 013 443 48 AL 000 655
 WOLFF, HANS. AREMU, J. OMOTOSO
 BEGINNING YORUBA.
 MICHIGAN ST. UNIV., EAST LANSING, AFR.
 STUDIES CTR.

REPORT NUMBER NDEA-VI-374
 PUB DATE 63
 CONTRACT OEC-SAE-8949
 DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *INSTRUCTIONAL MATERIALS, *YORUBA, AUDIOLINGUAL SKILLS, GRAMMAR, LANGUAGE TYPOLOGY, ORAL COMMUNICATION, OYO IBADAN DIALECT, PATTERN DRILLS (LANGUAGE), PRONUNCIATION INSTRUCTION, TAPE RECORDINGS, VERBAL ABILITY.

BASED ON THE OYO-IBADAN DIALECT OF YORUBA, THIS COURSE CONTAINS SIX UNITS OF DRILL EXERCISES WHICH STRESS PRONUNCIATION (ESPECIALLY TONE CONTROL), BASIC SYNTAX, VERB STRUCTURE, AND SOME TYPES OF CLAUSES AND SENTENCES. DESIGNED FOR USE WITH A YORUBA-SPEAKING INFORMANT, THE APPROACH IS ENTIRELY ORAL, SO THAT THE STUDENT WILL POSSESS A COMMAND OF THE LANGUAGE SUFFICIENT FOR EVERYDAY CONVERSATION. THE ORTHOGRAPHY USED IN THE DRILLS REFLECTS THE PHONEMIC STRUCTURE OF YORUBA AND SHOWS TONE IN A THREE-LEVEL SYSTEM. A FEW PAGES ARE DEVOTED TO ACQUAINTING THE STUDENT WITH STANDARD YORUBA ORTHOGRAPHY, WHICH IS QUITE DIFFERENT FROM THE PRACTICAL VARIETY USED IN THE TEXT. BOOKS IN MULTILITH FORM TO TEACHERS FOR EXAMINATION, AND INFORMATION ON ACCOMPANYING TAPE RECORDINGS ARE AVAILABLE FROM DR. CHARLES C. HUGHES, DIRECTOR, AFRICAN STUDIES CENTER, MICHIGAN STATE UNIVERSITY, EAST LANSING, MICHIGAN, 48823. (FB)

ED 013 444 48 AL 000 658
 CHAPLIN, HAMAKO ITO MARTIN, SA-
 MUELE.

A MANUAL OF JAPANESE WRITING, BOOK 1.
 YALE UNIV., NEW HAVEN, CONN.
 REPORT NUMBER BR-5-1297-BK-1
 PUB DATE 67

DOCUMENT NOT AVAILABLE FROM EDRS.
 DESCRIPTORS *HANDWRITING INSTRUCTION, *HANDWRITING MATERIALS, *JAPANESE, *READING MATERIALS, *WRITTEN LANGUAGE, AUTOINSTRUCTIONAL AIDS, GRAPHEMES, HANDWRITING SKILLS, TRANSLATION, WRITING EXERCISES, YALE LINGUISTIC SERIES.

THIS IS THE FIRST OF THREE VOLUMES WRITTEN TO TEACH THE 881 ESSENTIAL OR "EDUCATION" CHARACTERS TO ENGLISH-SPEAKING STUDENTS OF JAPANESE. THE AUTHORS ASSUME THAT THE STUDENTS HAVE ALREADY LEARNED THE HIRAGANA AND KATAKANA SYLLABARIES AND HAVE A BASIC KNOWLEDGE OF JAPANESE GRAMMAR. ORTHOGRAPHIC CONVENTIONS USED FOLLOW CLOSELY THOSE SUGGESTED BY THE LANGUAGE BOARD OF THE JAPANESE MINISTRY OF EDUCATION. ALTHOUGH RADICAL NUMBERS ARE GIVEN IN THE KANJI LISTS, THIS SYSTEM OF CLASSIFICATION IS NOT GENERALLY USED IN THE SERIES. THIS FIRST VOLUME SERVES AS A REFERENCE FOR THE TEXT (BOOK 2) AND INCLUDES—(1) A SHORT BUT COMPLETE INTRODUCTION TO JAPANESE ORTHOGRAPHY, (2) THE ROMANIZED VERSIONS OF THE TEXT LESSONS AND DRILL SENTENCES, (3) VOCABULARY AND GRAMMAR NOTES, (4) ENGLISH TRANSLATIONS OF THE TEXT LESSONS AND DRILL SENTENCES, AND (5) A KEY TO THE KANA PRACTICE. IT IS SUGGESTED THAT THESE BOOKS BE USED IN UNIVERSITY CLASSES FOR HOMEWORK ASSIGNMENTS OR AS SELF-STUDY TEXTS OR REVIEWS BY STUDENTS WITH SOME FAMILIARITY WITH THE JAPANESE WRITING SYSTEM. THE THREE VOLUMES THAT MAKE UP THIS MANUAL ARE PUBLISHED BY THE YALE UNIVERSITY PRESS, 143 ELM STREET, NEW HAVEN, CONN., 06511. (JD)

ED 013 445 48 AL 000 659
 CHAPLIN, HAMAKO ITO MARTIN, SA-
 MUELE.

A MANUAL OF JAPANESE WRITING, BOOK 2.
 YALE UNIV., NEW HAVEN, CONN.
 REPORT NUMBER BR-5-1297-BK-2
 PUB DATE 67

DOCUMENT NOT AVAILABLE FROM EDRS.
 DESCRIPTORS *HANDWRITING INSTRUCTION, *HANDWRITING MATERIALS, *JAPANESE, *READING MATERIALS, *WRITTEN LANGUAGE, AUTOINSTRUCTIONAL AIDS, GRAPHEMES, HANDWRITING SKILLS, TRANSLATION, WRITING EXERCISES, YALE LINGUISTIC SERIES.

BOOK 2 OF THIS THREE-VOLUME SERIES IS MADE UP OF 35 TEXT LESSONS AND DRILL SENTENCES FOR EACH LESSON, AS WELL AS A SHORT SECTION OF KANA EXERCISES. EACH LESSON INTRODUCES ABOUT 25 NEW CHARACTERS AND INDEXES THEM TO TWO STANDARD JAPANESE WRITING REFERENCE BOOKS (SAKADE'S "A GUIDE TO READING AND WRITING JAPANESE" AND SEKI AND TOYAMA'S "TOYO-KANJI JITEN"). THE STUDENT IS EXPECTED TO FAMILIARIZE HIMSELF WITH THE MATERIAL IN THESE TEXT SENTENCES TO THE POINT WHERE IT BECOMES VIRTUALLY MEMORIZED. HE SHOULD BE ABLE TO PRONOUNCE AND UNDERSTAND THE TEXT WITHOUT NOTES, WRITE OUT THE JAPANESE CHARACTERS FROM THE ROMANIZED VERSION, AND RE-CREATE THE JAPANESE

TEXT FROM THE ENGLISH TRANSLATION. THE EXTENSIVE DRILL SENTENCES ARE INTENDED TO GIVE THE STUDENT FAMILIARITY WITH EACH CHARACTER IN ITS FULL RANGE OF USES, INCLUDING THE ESSENTIAL VOCABULARY OF COMPOUND WORDS IN WHICH IT OCCURS. THIS THREE-VOLUME MANUAL IS PUBLISHED BY THE YALE UNIVERSITY PRESS, 143 ELM STREET, NEW HAVEN, CONNECTICUT, 06511. (JD)

ED 013 446 48 AL 000 660
 CHAPLIN, HAMAKO ITO MARTIN, SA-
 MUELE.

A MANUAL OF JAPANESE WRITING, BOOK 3.
 YALE UNIV., NEW HAVEN, CONN.
 REPORT NUMBER BR-5-1297-BK-3
 PUB DATE 67

DOCUMENT NOT AVAILABLE FROM EDRS.
 DESCRIPTORS *HANDWRITING INSTRUCTION, *HANDWRITING MATERIALS, *JAPANESE, *READING MATERIALS, *WRITTEN LANGUAGE, AUTOINSTRUCTIONAL AIDS, GRAPHEMES, HANDWRITING SKILLS, TRANSLATION, WRITING EXERCISES, YALE LINGUISTIC SERIES.

INTENDED FOR USE WITH BOOKS 1 AND 2 OF THIS MANUAL, THIS VOLUME LISTS AND INDEXES THE 881 JAPANESE "EDUCATION CHARACTERS" PRESENTED IN THE TEXT LESSONS. THE CHARACTERS (KANJI) ARE LISTED IN ORDER AS THEY APPEAR IN THE LESSONS AND EACH CHARACTER IS GIVEN SEVERAL NUMBERS—THE NUMBER USED BY THE EDUCATION MINISTRY IN ITS GRADED LIST FOR ELEMENTARY SCHOOLS, THE RADICAL NUMBERS, THE TOTAL STROKE COUNT NUMBER, AND THE NUMBER USED IN "TOOYOO KANJI ZITEN." THE KANJI ARE ALSO INDEXED BY NUMBER, STROKE COUNT, RADICALS, AND PRONUNCIATION. A KANA LIST IS INCLUDED FOR REFERENCE WITH CHARTS SHOWING THE CORRECT MANNER OF WRITING THE HIRAGANA AND KATAKANA SYMBOLS. THE PUBLISHER OF THE MANUAL IS YALE UNIVERSITY PRESS, 143 ELM STREET, NEW HAVEN, CONNECTICUT, 06511. (JD)

ED 013 447 24 AL 000 661
 ALLEN, HAROLD B.

A SURVEY OF THE TEACHING OF ENGLISH TO NON-ENGLISH SPEAKERS IN THE UNITED STATES.

NATIONAL COUNCIL OF TEACHERS OF ENGLISH

REPORT NUMBER BR-5-0620

PUB DATE 66

CONTRACT OEC-4-10-224

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *ENGLISH (SECOND LANGUAGE), *PROGRAM EVALUATION, *SURVEYS, *TEACHER EVALUATION, CLASSES (GROUPS OF STUDENTS), EDUCATIONAL FACILITIES, EDUCATIONAL PHILOSOPHY, EXPERIMENTAL PROGRAMS, LANGUAGE ABILITY, LANGUAGE AIDS, LANGUAGE HANDICAPS, LANGUAGE PROGRAMS, LANGUAGE TEACHERS, LANGUAGES, SCHOOL SYSTEMS, TEACHER CHARACTERISTICS, TEACHING CONDITIONS, TEACHING METHODS.

THIS TWO-YEAR PILOT STUDY, COVERING THE PERIOD BETWEEN APRIL 1964 AND APRIL 1966, PROVIDES STATISTICAL INFORMATION CONCERNING THE EDUCATIONAL BACKGROUND AND QUALIFICATIONS OF THE TEACHERS, THE VARIETY OF TEACHING SITUATIONS, AND THE MATERIALS INVOLVED IN THE TEACHING OF

ENGLISH AS A SECOND LANGUAGE IN THE UNITED STATES. SPECIFIC PROBLEMS AND NEEDS IN THE FIELD ARE POINTED OUT. RECOMMENDATIONS OF THE COMMITTEES ON ADMINISTRATION, TEACHER PREPARATION, METHODS AND MATERIALS, AND RESEARCH ARE INCLUDED IN APPENDIX A. REPRESENTATIVE ENGLISH-TEACHING PROGRAMS IN NEW MEXICO, FLORIDA, MAINE, CALIFORNIA, NEW YORK, ARIZONA, AND UTAH ARE DESCRIBED IN APPENDIX B. APPENDICES C AND D CONTAIN THE QUESTIONNAIRES USED IN THE SURVEY AND A LIST OF TABLES AND KEY FINDINGS. THIS DOCUMENT IS PUBLISHED BY THE NATIONAL COUNCIL OF TEACHERS OF ENGLISH, 508 SOUTH SIXTH STREET, CHAMPAIGN, ILLINOIS, 61820. (AM)

ED 013 448 24 AL 000 668

VAN CAMPEN, JOSEPH A.

AN INVESTIGATION OF THE USE OF DIGITAL COMPUTERS IN THE CREATION OF PROGRAMMED LANGUAGE INSTRUCTION, WITH PARTICULAR REFERENCE TO STANDARD UKRAINIAN AND AMERICAN ENGLISH.

REPORT NUMBER BR-5-8212

PUB DATE APR 67

CONTRACT OEC-5-10-115

EDRS PRICE MF-40.75 HC-45.40 133P.

DESCRIPTORS *COMPUTATIONAL LINGUISTICS, *COMPUTER ASSISTED INSTRUCTION, *INFORMATION PROCESSING, *UKRAINIAN, CONTRASTIVE LINGUISTICS, DIGITAL COMPUTERS, DISTINCTIVE FEATURES, ENGLISH, IBM 7094, MORPHOLOGY (LANGUAGES), PHONOLOGY, PROGRAMED TEXTS, PROGRAMING PROBLEMS, SYNTAX.

BEFORE ESTABLISHING HOW A DIGITAL COMPUTER COULD BE USED FOR DESCRIBING BASIC CONTRASTS BETWEEN AMERICAN ENGLISH AND STANDARD UKRAINIAN, IT WAS NECESSARY TO DEVELOP A SET OF SYMBOLS CORRESPONDING TO CERTAIN ELEMENTARY DESCRIPTIVE UNITS OF GRAPHEMICS, PHONOLOGY, MORPHOLOGY, AND SYNTAX AND TO APPLY THESE SYMBOLS TO ENCODING FOR THE IBM 7094. THE RESEARCH WAS MAINLY UNDERTAKEN TO DETERMINE HOW UNFAMILIAR INFORMATION ON A "TARGET LANGUAGE" COULD BE ORDERED IN THE STEP-BY-STEP PROCEDURE CHARACTERISTIC OF PROGRAMED INSTRUCTION. DESCRIBING THE PHONOLOGY WAS FURTHER COMPLICATED BECAUSE NEITHER THE DISTINCTIVE FEATURE APPROACH NOR THE ARTICULATORY/ACOUSTIC APPROACH WAS COMPLETELY ADEQUATE, BOTH BEING AMBIGUOUS. ANOTHER DIFFICULTY AROSE FROM THE FACT THAT THE DESCRIPTIONS OF ENGLISH HAD BEEN WRITTEN BY BRITISH OR AMERICAN LINGUISTS, WHILE THE DESCRIPTIONS OF UKRAINIAN REFLECTED EAST EUROPEAN OR SOVIET LINGUISTIC THOUGHT. THE FINAL OBJECTIVE WAS TO CREATE ONE OR MORE OUTLINES FOR PROGRAMED INSTRUCTION IN UKRAINIAN FOR ENGLISH SPEAKERS. THIS PROVED UNREALISTIC BECAUSE THE COMPUTER WAS NOT CAPABLE OF FULLY ASSESSING THE DIFFERENCES AND SIMILARITIES BETWEEN LANGUAGES. (FB)

ED 013 449 24 AL 000 669

WOHL, MILTON

CLASSROOM EXPERIMENT TO MEASURE THE RELATIVE EFFICIENCY OF TWO DIFFERENT LINGUISTIC MODELS IN THEIR APPLICATION TO THE TEACHING OF ENGLISH AS A FOREIGN LANGUAGE.

FERENT LINGUISTIC MODELS IN THEIR APPLICATION TO THE TEACHING OF ENGLISH AS A FOREIGN LANGUAGE.

MICHIGAN UNIV., ANN ARBOR

REPORT NUMBER BR-6-8200

PUB DATE FEB 67

CONTRACT OEC-3-4-068200-0668

EDRS PRICE MF-40.25 HC-\$1.84 44P.

DESCRIPTORS *ENGLISH (SECOND LANGUAGE), *PERFORMANCE TESTS, *TRANSFORMATION THEORY (LANGUAGE), COMPARATIVE TESTING, EQUADOR, LANGUAGE TESTS, MEASUREMENT INSTRUMENTS, PATTERN DRILLS (LANGUAGE), QUITO, TAGMEMIC ANALYSIS, TEST INTERPRETATION.

THIS STUDY, CONDUCTED IN QUITO, EQUADOR FROM MAY THROUGH JULY, 1966, WAS DESIGNED TO INVESTIGATE THE FEASIBILITY OF USING TRANSFORMATIONAL CONCEPTS, SYMBOLS, AND TERMINOLOGY DIRECTLY IN THE CLASSROOM. FORTY-FOUR GIRLS AGED TWELVE TO FIFTEEN WERE DIVIDED INTO A CONTROL AND AN EXPERIMENT GROUP AFTER BEING GIVEN GENERAL INTELLIGENCE TESTS AND TWO PRE-TESTS ON ENGLISH VOCABULARY AND AURAL COMPREHENSION. THE INSTRUCTIONAL MATERIALS GIVEN TO ALL THE STUDENTS CONSISTED OF 42 LESSONS, EACH CONTAINING A SHORT DIALOG, VOCABULARY, AND A GRAMMAR FRAME. IN ADDITION, THE EXPERIMENTAL GROUP RECEIVED A TRANSFORMATIONAL ANALYSIS OF THE GRAMMAR PRESENTED IN THE FRAME. GRAMMAR POINTS FROM THE FRAMES WERE LATER TESTED IN FOUR POST-TESTS. ASSUMING THAT NEITHER GROUP WAS INNATELY SUPERIOR, RESULTS SHOWED LITTLE OR NO DIFFERENCE BETWEEN GROUPS IN THE EARLY POST-TESTS, BUT A MARKED INCREASE IN POST-TEST NO. 4 IN FAVOR OF THE EXPERIMENTAL GROUP. BECAUSE OF THE APPARENTLY INCONCLUSIVE RESULTS OF THE STUDY, THE AUTHOR SUGGESTS THAT THIS TYPE OF EXPERIMENT WOULD BE MORE VALUABLE CONDUCTED OVER A LONGER PERIOD OF TIME. THE REPORT ALSO INCLUDES SAMPLE INSTRUCTIONAL MATERIALS AND THE MEASURING INSTRUMENTS USED IN THE TESTS. (FB)

ED 013 450 48 AL 000 670

MCKAUGHAN, HOWARD P. MACARAYA,

BATUAA.

A MARANAO DICTIONARY.

HAWAII UNIV., HONOLULU

REPORT NUMBER BR-6-8470

PUB DATE 67

CONTRACT OEC-4-6-068470-1006

EDRS PRICE MF-\$3.50 HC-\$36.50 918P.

DESCRIPTORS *DICTIONARIES, *MARANAO, BOTANY, COMPUTER PROGRAMS, CULTURAL CONTEXT, GRAMMAR, IBM 1401, IBM 7040, LEXICOGRAPHY, MALAYO POLYNESIAN, MORPHOLOGY (LANGUAGES), VERB PARADIGMS, VERBS, WORD LISTS.

MARANAO, OF THE MALAYO-POLYNESIAN LANGUAGE GROUP, IS ONE OF THE EIGHT MAJOR LANGUAGES IN THE PHILIPPINES AND IS SPOKEN BY 400,000 MOSLEMS ON THE ISLAND OF MINDANAO. THIS DICTIONARY, BASED PRIMARILY ON THE SPOKEN FORM OF THE LANGUAGE, CONTAINS 18,000 MARANAO ENTRIES IN PART I AND THEIR ALPHABETIZED ENGLISH GLOSSES CROSS-REFERENCED IN PART II. THE INTRODUCTION INCLUDES A SKETCH OF MARANAO GRAMMAR TO AID THE READER IN IDENTIFYING BASE

FORMS (USED FOR THE ENTRIES) AND A RATHER EXTENSIVE BIBLIOGRAPHY. A SPECIAL FEATURE IS THE ENTRY OF SOME 700 POPULAR MARANAO PLANT NAMES AND THEIR SCIENTIFIC EQUIVALENTS. THIS DICTIONARY WAS PRODUCED ON THE IBM 7040 AND 1401 AND HAS BEEN REPRODUCED FROM THE COMPUTER PRINT-OUT. IT IS AVAILABLE FROM THE UNIVERSITY OF HAWAII PRESS, HONOLULU, FOR \$15.00. (AM)

ED 013 451 48 AL 000 671

SWIFT, LLOYD B. AGRALI, SELMAN

TURKISH BASIC COURSE, UNITS 1-30.

FOREIGN SERVICE INST., WASHINGTON, D.C.

REPORT NUMBER BR-5-1211

PUB DATE 66

CONTRACT OEC-5-14-044

EDRS PRICE MF-\$1.75 HC-\$16.50 418P.

DESCRIPTORS *INSTRUCTIONAL MATERIALS, *LANGUAGE INSTRUCTION, *TURKISH, MORPHOLOGY (LANGUAGES), PHONOLOGY, SECOND LANGUAGE LEARNING, TAPE RECORDINGS.

THE MATERIAL IN THIS INTRODUCTORY COURSE IS BASED IN VARYING DEGREES UPON A NUMBER OF PREVIOUS FOREIGN SERVICE INSTITUTE TURKISH LANGUAGE TRAINING MATERIALS. THE FIRST OF A PROJECTED THREE-VOLUME SERIES, IT PRESENTS THE MAJOR SENTENCE PATTERNS IN MODERN STANDARD TURKISH AND A VOCABULARY OF ABOUT 475 HIGH FREQUENCY ITEMS. A TYPICAL UNIT CONSISTS OF A BUILD-UP TYPE DIALOGUE OR OTHER BASIC SENTENCES, VARIATION AND LEXICAL DRILLS TO GIVE STUDENTS PRACTICE IN USING VOCABULARY IN VARIOUS CONTEXTS, QUESTIONS FOR DISCUSSION, NOTES ON GRAMMAR, GRAMMATICAL DRILLS, AND A NARRATIVE. WHILE THE NOTES ON GRAMMAR ARE INTENDED TO BE SELF-EXPLANATORY, THE DRILLS ARE DESIGNED TO BE TAUGHT BY A LINGUIST-NATIVE SPEAKER TEAM. THE VARIOUS TYPES OF DRILLS AND USE OF THE ACCOMPANYING TAPES ARE EXPLAINED IN THE INTRODUCTION TO THE TEACHER. THIS TEXT IS ALSO AVAILABLE FOR \$2.25 FROM THE SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402. (AM)

ED 013 452 48 AL 000 674

HODGE, CARLETON T. JANKOVIC,

JANKO N.

SERBO-CROATIAN BASIC COURSE, VOLUME I, UNITS 1-25.

FOREIGN SERVICE INST., WASHINGTON, D.C.

PUB DATE 65

CONTRACT OEC-3-14-002

EDRS PRICE MF-\$2.50 HC-\$25.96 646P.

DESCRIPTORS *LANGUAGE INSTRUCTION, *PHONOLOGY, *SERBOCROATIAN, INTONATION, PATTERN DRILLS (LANGUAGE), TAPE RECORDINGS, VOCABULARY DEVELOPMENT, YUGOSLAVIA.

A SLAVIC LANGUAGE, SERBO-CROATIAN IS ONE OF THE THREE OFFICIAL LANGUAGES OF YUGOSLAVIA. STANDARD SERBO-CROATIAN IS UNDERSTOOD EVERYWHERE IN THE COUNTRY, BUT THERE ARE DIALECTAL DIFFERENCES BETWEEN THE EASTERN AND CENTRAL REGIONS. THIS COURSE IS BASED ON EASTERN SPEECH. THE PATTERN DRILLS IN THIS FIRST PART OF THE TWO-VOLUME

BASIC COURSE EMPHASIZE AN ORAL COMMAND OF THE LANGUAGE AND A READING KNOWLEDGE SOMEWHAT BROADER THAN THE SPEAKING ABILITY. A BASIC KNOWLEDGE OF LINGUISTICS IS NECESSARY FOR THE STUDENT USING THIS COURSE. MOST OF THE EXERCISES IN THIS TEXT ARE GIVEN IN BOTH ROMAN AND CYRILLIC SCRIPT WITH ENGLISH EQUIVALENTS. TAPE RECORDINGS SUPPLEMENT THE TEXT MATERIAL AND ARE AVAILABLE FOR \$136.50 FROM THE INSTRUCTIONAL MATERIALS DIVISION, GENERAL ELECTRONIC LABORATORIES, INC., 1085 COMMONWEALTH AVENUE, BOSTON, MASSACHUSETTS, 02215. THE TEXT IS ALSO AVAILABLE FOR \$3.50 FROM THE SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C., 20402. (FB)

ED 013 453 48 AL 000 675
SWIFT, LLOYD B. AND OTHERS
FULA BASIC COURSE.
FOREIGN SERVICE INST., WASHINGTON, D.C.

PUB DATE 65
EDRS PRICE MF-\$2.00 HC-\$20.28 505P.
DESCRIPTORS *FULANI, *LANGUAGE INSTRUCTION, *SECOND LANGUAGE LEARNING, AFRICAN CULTURE, FUL, FULA, INSTRUCTIONAL MATERIALS, NIGER CONGO LANGUAGES, PEUL, PHEUL, TAPE RECORDINGS, WEST AFRICA.

THIS BEGINNING COURSE IS AN INTRODUCTION TO FULA (KNOWN VARIOUSLY AS FULANI, FUL, PEUL, OR PHEUL), A NIGER-CONGO LANGUAGE SPOKEN THROUGHOUT THE GRASSLAND AREAS OF WEST AFRICA FROM THE ATLANTIC TO CAMEROON. THE TEXT IS ONE OF A SERIES OF SHORT BASIC COURSES IN SELECTED AFRICAN LANGUAGES BEING PREPARED BY THE FOREIGN SERVICE INSTITUTE. IT IS DESIGNED TO PROVIDE THE BASIC GRAMMATICAL STRUCTURES LIKELY TO BE NEEDED EARLY IN THE STUDENT'S EXPERIENCE WITH FULA, PLUS A MORE GENERALIZED "FEEL" FOR THE STRUCTURE OF THE LANGUAGE, IN THE CONTEXT OF A LIMITED VOCABULARY LIKELY TO PROVE USEFUL IN EVERYDAY SITUATIONS. THE FORMAT CONSISTS OF 40 UNITS, THE FIRST 20 OF WHICH PRESENT MOST OF THE GRAMMATICAL EXPOSITION AND MANIPULATIVE DRILL MATERIAL, WITH REVIEW UNITS INCLUDED. THE REMAINING UNITS CONTAIN LESS GRAMMATICAL EXPLANATION AND DRILL, BEING DEVOTED TO DIALOGUE AND NARRATIVE TEXTS, WITH RELATED EXERCISES. THE INTRODUCTION PROVIDES A BRIEF DESCRIPTION OF THE LANGUAGE AND ITS SPEAKERS AS WELL AS DIRECTIONS TO THE INSTRUCTOR FOR PRESENTING THE DIALOGUES, DRILLS, AND TAPE RECORDINGS. THE GLOSSARY SECTION PROVIDES AN EXPLANATION OF THE CONVENTIONS EMPLOYED IN THE GLOSSARY, WHICH LISTS WORDS USED IN THE TEXT ACCORDING TO ROOT AND DERIVED FORMS. THIS TEXT IS ALSO FOR SALE FOR \$2.75 BY THE SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C., 20402. (AM)

ED 013 454 AL 000 743
LANCASTER, LOUISE
INTRODUCING ENGLISH. AN ORAL PRE-READING PROGRAM FOR SPANISH-SPEAKING PRIMARY PUPILS.

PUB DATE 66
DOCUMENT NOT AVAILABLE FROM EDRS.
DESCRIPTORS *BILINGUALISM, *ENGLISH (SECOND LANGUAGE), *LANGUAGE INSTRUCTION, *PRIMARY GRADES, *SPANISH SPEAKING, AUDIOLINGUAL METHODS, CONTRASTIVE LINGUISTICS, EARLY CHILDHOOD EDUCATION, INSTRUCTIONAL MATERIALS, LANGUAGE PATTERNS, PICTORIAL STIMULI, PRESCHOOL CURRICULUM, TEACHING METHODS, TEACHING TECHNIQUES.

THIS 28-UNIT ORAL PROGRAM WAS PREPARED AS A GUIDE FOR TEACHERS OF SPANISH-SPEAKING FOUR-, FIVE- AND SIX-YEAR-OLD CHILDREN WHO ARE LEARNING ENGLISH FOR THE FIRST TIME. IT IS ORGANIZED TO GIVE THE CHILDREN SOME UNDERSTANDING AND COMMAND OF SPOKEN ENGLISH BEFORE BEING INTRODUCED TO READING IN ENGLISH. A BASIC SPEAKING VOCABULARY OF FIVE TO SIX HUNDRED WORDS, USED IN MEANINGFUL SENTENCE PATTERNS, IS PRESENTED IN GRADED AND CONTROLLED SEQUENCES. THE AURAL-ORAL (AUDIO-LINGUAL) METHOD WHICH IS FOLLOWED IS EXPLAINED IN THE INTRODUCTION. WHILE THE MATERIAL DOES NOT CONTAIN LINGUISTIC TERMINOLOGY, AND A KNOWLEDGE OF LINGUISTICS ON THE PART OF THE TEACHER IS NOT ASSUMED, THE MATERIAL IS BASED ON RECENT LINGUISTIC RESEARCH AND A CONTRASTIVE ANALYSIS OF SPANISH AND ENGLISH. IN ADDITION TO THE TEXT, WHICH PROVIDES DETAILED, STEP-BY-STEP DIRECTIONS TO THE TEACHER FOR EACH LESSON, A FILE BOX OF 316 PICTURE CARDS AND A SET OF 35 DUPLICATING MASTERS WAS DESIGNED FOR THE COURSE. THIS MATERIAL IS PUBLISHED BY HOUGHTON MIFFLIN COMPANY, 2 PARK STREET, BOSTON, MASSACHUSETTS, 02017. (AM)

ED 013 455 AL 000 767
LOMAN, BENGT
CONVERSATIONS IN A NEGRO AMERICAN DIALECT.
CENTER FOR APPLIED LINGUISTICS, WASHINGTON, D.C.

PUB DATE 67
EDRS PRICE MF-\$0.75 HC-\$7.48 185P.
DESCRIPTORS *DIALECT STUDIES, *NEGRO DIALECTS, *RESEARCH METHODOLOGY, *SOCIOLINGUISTICS, *URBAN LANGUAGES, FIELD STUDIES, LANGUAGE RESEARCH, NEGRO YOUTH, NEIGHBORHOOD CENTERS, NONSTANDARD DIALECTS, PHONETIC ANALYSIS, RESEARCH TOOLS, TAPE RECORDINGS, TENL, URBAN CULTURE, URBAN LANGUAGE SERIES, URBAN YOUTH.

THE DATA PRESENTED IN THIS BOOK WERE GATHERED AS PART OF A PROJECT TO ANALYZE THE NON-STANDARD DIALECT OF ENGLISH SPOKEN BY NEGRO CHILDREN IN WASHINGTON, D.C. THE ULTIMATE AIM OF THE PROJECT IS TO PRODUCE THE BASIC LINGUISTIC INFORMATION ESSENTIAL TO PROGRAMS FOR TEACHING STANDARD ENGLISH TO THESE CHILDREN. THE TAPE RECORDINGS USED IN THIS STUDY ARE AVAILABLE FROM THE CENTER FOR APPLIED LINGUISTICS AND ARE FREE, SPONTANEOUS CONVERSATIONS RECORDED IN A SPECIAL "SOUND STUDIO" INSTALLED IN A LOW-INCOME NEIGHBORHOOD OF WASHINGTON. THE PASSAGES SELECTED FROM THE RECORDINGS FOR TRANSCRIPTION ARE CONVERSATIONS BETWEEN MEMBERS OF A FAMILY GROUP AND

NEIGHBORHOOD CHILDREN. A MODIFIED STANDARD ORTHOGRAPHY WAS USED FOR THE TRANSCRIPTION WITH PROSODIC ASPECTS TRANSCRIBED IN A MODIFIED TRAGER-SMITH SYSTEM. THE LANGUAGE DATA CONTAINED IN THESE TEXTS WILL SERVE AS THE BASIS FOR FURTHER LINGUISTIC AND ANTHROPOLOGICAL STUDIES. COPIES OF THIS BOOK ARE ALSO AVAILABLE FOR \$4.00 FROM THE CENTER FOR APPLIED LINGUISTICS, 1717 MASSACHUSETTS AVENUE, N.W., WASHINGTON, D.C., 20036. (JD)

ED 013 456 CG 000 069
LEONARD, GEORGE E.
DEVELOPMENTAL CAREER GUIDANCE IN ACTION, THE FIRST YEAR.
WAYNE STATE UNIV., DETROIT, MICH.
EDRS PRICE MF-\$0.75 HC-\$6.32 156P.

DESCRIPTORS *DISADVANTAGED YOUTH, *GUIDANCE PROGRAMS, *OCCUPATIONAL GUIDANCE, *PILOT PROJECTS, ASPIRATION, CAREER PLANNING, CONSULTANTS, COUNSELOR ROLE, DETROIT, DEVELOPMENTAL CAREER GUIDANCE PROJECT, EVALUATION TECHNIQUES, MICHIGAN, PROGRAM EVALUATION, QUESTIONNAIRES, TABLES (DATA), VOCATIONAL COUNSELING, WORKSHOPS.

THE DEVELOPMENTAL CAREER GUIDANCE IN ACTION (DCGA) PROJECT SOUGHT TO (1) BROADEN AND RAISE THE EDUCATIONAL-OCCUPATIONAL LEVELS OF ASPIRATION OF A SELECTED GROUP OF DETROIT INNER-CITY PUBLIC SCHOOL STUDENTS, (2) DEVELOP A PILOT PROGRAM TO BETTER MEET THEIR NEEDS THROUGH EMPHASIS ON DEVELOPMENTAL EDUCATIONAL-OCCUPATION CAREER GUIDANCE IN GRADES ONE THROUGH 12, AND (3) TO INVOLVE THE STAFFS OF THE PARTICIPATING SCHOOLS IN THE PROGRAM THROUGH COOPERATIVE PLANNING AND DEVELOPMENT. IN PHASE 1, 40 REPRESENTATIVES FROM THE SCHOOLS MET WITH RESOURCE PERSONNEL TO DISCUSS ECONOMIC AND SOCIAL TRENDS, VISITED INDUSTRY, COLLEGES, AND COMMUNITY AGENCIES, DISCUSSED WAYS OF IMPROVING EDUCATION, AND DEVELOPED PLANS FOR PROGRAM IMPROVEMENT. IN PHASE 2, A THREE-PERSON TEAM WAS PLACED IN EACH SCHOOL TO WORK WITH THE SCHOOL STAFF, THE COMMUNITY, AND THE STUDENTS TO CARRY OUT A PROGRAM MEETING PROGRAM OBJECTIVES. RESULTS INDICATE THAT THE LEVEL OF STUDENT ASPIRATION INCREASED. STUDENTS SHOWED MORE GROWTH IN REGARD TO OCCUPATIONAL KNOWLEDGE AND PLANNING, RE-EXAMINED THEIR VALUE STRUCTURE, SHOWED A MORE ACCEPTABLE ATTITUDE TOWARD COUNSELORS, AND PERCEIVED A GREATER NEED FOR PROFESSIONAL HELP. THE PROJECT WAS EVALUATED BY DR. CHARLES MORRIS WHO CONCLUDED THAT THE IDEA AND STRATEGY FOR IMPLEMENTATION OF DCGA HAD MADE "A SIGNIFICANT CONTRIBUTION TO THE YOUNG PEOPLE IN THE PROJECT SCHOOLS." (PS)

ED 013 457 CG 000 655
ABE, CLIFFORD HOLLAND, JOHN L.
STUDENTS WITH DIFFERENT VOCATIONAL CHOICES. A DESCRIPTION OF COLLEGE FRESHMEN, II.
AMERICAN COLLEGE TESTING PROGRAM, IOWA CITY, IOWA
REPORT NUMBER ACT-RR-NO-4-JUN-65
PUB DATE JUN 65

EDRS PRICE MF-\$0.25 HC-\$2.16 32P.

DESCRIPTORS *CAREER CHOICE, *COLLEGE FRESHMEN, *STUDENT CHARACTERISTICS, *STUDENT EVALUATION, AMERICAN COLLEGE SURVEY, RESEARCH, UNITS OF STUDY (SUBJECT FIELDS), VOCATIONAL COUNSELING, VOCATIONAL INTERESTS.

THE AMERICAN COLLEGE SURVEY WAS USED TO ASSESS 12,432 COLLEGE FRESHMEN FROM 31 INSTITUTIONS ON 43 SCALES. FOR EACH VOCATION SELECTED BY 10 OR MORE STUDENTS, THE MEAN AND STANDARD DEVIATION WERE COMPUTED FOR 117 STUDENT CHARACTERISTICS. THE VOCATIONS WERE CATEGORIZED INTO 13 AREAS, AND SUMMARIES OF STUDENT CHARACTERISTICS IN EACH AREA WERE PREPARED. THE DESCRIPTIONS OF STUDENTS SEEKING DIFFERENT VOCATIONS IMPLY THAT: (1) STUDENTS SEEK VOCATIONS WHICH ARE APPROPRIATE FOR THEIR INTERESTS, VALUES, AND SPECIAL TALENTS, (2) VOCATIONAL DECISIONS DEPEND UPON MANY STUDENT CHARACTERISTICS, (3) THE REPORT MAY BE VALUABLE TO STUDENTS WHO CANNOT USE THE SERVICES OF GUIDANCE WORKERS, AND (4) THERE IS PROBABLY A CLOSE ASSOCIATION BETWEEN THE CHOICE OF MAJOR FIELD AND CHOICE OF VOCATION. THE PRESENT STUDY MAY BE LIMITED BY THE FACT THAT THE STUDENTS ARE ASPIRANTS, RATHER THAN EMPLOYEES, IN THE VARIOUS VOCATIONS. FURTHER RESEARCH EFFORTS ARE PLANNED TO: (1) DEVELOP PSYCHOLOGICAL CLASSIFICATION SCHEMES, (2) LEARN HOW STUDENTS WHO PERSIST IN A FIELD DIFFER FROM THOSE WHO LEAVE IT, (3) DETERMINE THE PREDICTIVE VALIDITIES OF THE ASSESSMENT DEVICES USED IN THIS STUDY, AND (4) DETERMINE THE INFLUENCE OF COLLEGE CLIMATES UPON A STUDENT'S VOCATIONAL CHOICE. THIS DOCUMENT IS AN ACT RESEARCH REPORT, NO. 4, JUNE 1965. (PR)

ED 013 458

CG 000 671

SIMON, RITA J., CLARK, SHIRLEY M.
PRELIMINARY STUDY OF PROFESSIONAL CONTRIBUTIONS AND PRODUCTIVITY OF WOMEN WITH DOCTORATES.
ILLINOIS UNIV., URBANA
REPORT NUMBER BR-5-8189
PUB DATE 66

EDRS PRICE MF-\$0.25 HC-\$1.68 40P.

DESCRIPTORS *DOCTORAL DEGREES, *FEMALES, *GRADUATE STUDY, *PRODUCTIVITY, BIOLOGICAL SCIENCES, EDUCATION, HUMANITIES, PHYSICAL SCIENCES, QUESTIONNAIRES, SOCIAL SCIENCES, WOMEN PROFESSORS.

THE RELATIVE PRODUCTIVITY OF WOMEN PH.D.'S WAS STUDIED BY COMPARING THE TEACHING AND RESEARCH CONTRIBUTION OF RECENT PH.D.'S IN FOUR CATEGORIES/ (1) MARRIED WOMEN WITH PH.D.'S WHOSE HUSBANDS ARE EMPLOYED AT UNIVERSITIES WITH NEPOTISM RULES, (2) MARRIED WOMEN WITH PH.D.'S WHOSE HUSBANDS ARE NOT ON UNIVERSITY FACULTIES OR ARE EMPLOYED AT UNIVERSITIES WITHOUT NEPOTISM RULES, (3) UNMARRIED WOMEN WITH PH.D.'S, AND (4) MEN WITH PH.D.'S. THE FEMALE SAMPLE STUDIED WAS OBTAINED FROM LISTINGS AVAILABLE IN THE INDEX OF AMERICAN DOCTORAL DISSERTATIONS FOR THE PAST SIX YEARS IN THE PHYSICAL AND BIOLOGICAL SCIENCES, SOCIAL SCIENCES, HUMANITIES, AND EDUCATION. THE

MALE SAMPLE WAS OBTAINED FROM THE SAME SOURCE BY SELECTING EVERY NTH NAME. THE MALE SAMPLE WAS ONE-THIRD THAT OF THE FEMALE SAMPLE BUT THE SAME PROPORTION WAS MAINTAINED IN MAJOR FIELDS. ABOUT 60 PERCENT OF THE MEN AND WOMEN RESPONDED TO A QUESTIONNAIRE. APPROXIMATELY 15 PERCENT OF THE MARRIED WOMEN BELIEVE THAT THEIR CAREERS HAVE BEEN HURT BY ANTI-NEPOTISM REGULATIONS. TEACHING DUTIES OCCUPY THE TIME OF MOST RESPONDENTS. UNMARRIED WOMEN ARE AS LIKELY TO HOLD ASSOCIATE OR FULL PROFESSORSHIPS AS MEN. MEN EARNED MORE THAN WOMEN, AND UNMARRIED WOMEN EARNED MORE THAN MARRIED WOMEN. THE MEAN NUMBER OF ARTICLES PUBLISHED BY WOMEN WHO CLAIMED TO BE AFFECTED BY ANTI-NEPOTISM RULES IS HIGHER THAN THE MEAN FOR OTHER WOMEN AND FOR MEN. (SK)

ED 013 459

CG 000 702

ROSEMAN, MARTHA O.
ORGANIZATION OF SCHOOLS TO PROVIDE ACADEMIC AID AND THERAPEUTIC COUNSELING TO DISADVANTAGED CHILDREN.
JOHNS HOPKINS UNIV., BALTIMORE, MD.
EDRS PRICE MF-\$0.25 HC-\$1.08 25P.

DESCRIPTORS *CULTURALLY DISADVANTAGED, *ELEMENTARY SCHOOL STUDENTS, *EMOTIONALLY DISTURBED, *SPECIAL PROGRAMS, *UNDERACHIEVERS, ACHIEVEMENT TESTS, ANTI SOCIAL BEHAVIOR, BIRACIAL ELEMENTARY SCHOOLS, CONSULTANTS, COUNSELING, CRISIS TEACHER PROGRAM, HELPING TEACHER PROGRAM, MENTAL HEALTH, MOTIVATION, MOTIVATION TECHNIQUES, SPECIALISTS.

THE HELPING TEACHER, OR CRISIS TEACHER, PROGRAM WAS INITIATED TO SERVE CULTURALLY DEPRIVED AND DISTURBED CHILDREN IN ELEMENTARY SCHOOL. IT (1) ASSISTED THE UNDERACHIEVER, (2) PROVIDED GUIDANCE, COUNSELING, AND LIFE SPACE INTERVIEWING TO A CHILD IN CRISIS, AND (3) DEFINED AND IMPROVED THE MENTAL HYGIENE OF STUDENTS AND STAFF. ASSISTANCE WAS OFFERED IN ALL ACADEMIC AREAS. MOST CHILDREN SHOWED SOME IMPROVEMENT, BECOMING HIGHLY MOTIVATED AND LESS ANTI-SOCIAL. CHILDREN WHOSE IMMEDIATE PROBLEMS CANNOT BE SOLVED IN GROUP SITUATIONS, CAN BE HELPED AT ONCE BY A CRISIS TEACHER WHOSE MAJOR METHOD FOR ESTABLISHING RAPPORT IS BASED ON THE PRINCIPLES OF EGO PSYCHOLOGY AND LIFE SPACE INTERVIEWING. THE WORKING COMMITTEE, CONSISTING OF THE PRINCIPAL, HELPING TEACHER, VISITING TEACHER, PSYCHOLOGIST, AND NURSE, HAD FREQUENT PROGRESS DISCUSSIONS WITH THE ENTIRE STAFF, LEADING TO ACCEPTANCE AND EDUCATIONAL FLEXIBILITY. LIMITATIONS OF THE PROGRAM INVOLVED/ (1) THE NUMBER, TYPE, AND AGE OF UNDERACHIEVERS SERVICED, (2) THE SHORT DURATION OF THE PROGRAM, (3) THE PERSONALITY OF THE CLASSROOM TEACHER, AND (4) LACK OF EXTENSION TO JUNIOR AND SENIOR HIGH SCHOOLS. TWO UNANSWERED QUESTIONS WERE/ (1) ARE CHANGES PERMANENT, AND (2) WOULD THEY HAVE OCCURRED WITHOUT THE PROGRAM. (PR)

ED 013 460

CG 000 745

WATLEY, DONIVAN J.

THE EFFECT OF FEEDBACK TRAINING ON ACCURACY OF JUDGMENTS.

NATIONAL MERIT SCHOLARSHIP CORP., EVANSTON, ILL.
REPORT NUMBER NMSC-RR-VOL-3-NO-3-1967

PUB DATE 67

EDRS PRICE MF-\$0.25 HC-\$0.72 16P.

DESCRIPTORS *COLLEGE STUDENTS, *COUNSELORS, *GRADE PREDICTION, *TRAINING, COLLEGE FRESHMEN, CO-OPERATIVE ENGLISH TEST, EXPECTANCY TABLES, F TEST, MALES, MINNESOTA SCHOLASTIC APTITUDE TEST, RESEARCH, SEQUENTIAL TEST OF EDUCATIONAL PROGRESS, STRONG VOCATIONAL INTEREST BLANK, T TEST, TEST RESULTS.

OPINIONS DIFFER ABOUT THE BEST METHOD FOR TRAINING JUDGES TO MAKE CLINICAL FORECASTS. SOME EVIDENCE SUGGESTS, HOWEVER, THAT JUDGMENTS ARE MORE LIKELY TO IMPROVE UNDER PREDICTION CONDITIONS THAT ARE PRECISELY DEFINED. THIS STUDY ASSESSED THE EFFECT OF PROVIDING IMMEDIATE FEEDBACK TRAINING TO JUDGES KNOWN FROM A PREVIOUS STUDY TO PREDICT EDUCATIONAL CRITERIA AT RELATIVELY HIGH, MODERATE, OR LOW LEVELS OF ACCURACY. THE CRITERIA PREDICTED WERE FRESHMAN AND OVERALL COLLEGE GRADES. IN COMPARISON WITH JUDGES WHO RECEIVED NO TRAINING, THE FORECASTS OF "LOW" ACCURACY JUDGES SHOWED SUBSTANTIAL IMPROVEMENTS FOR BOTH PREDICTED CRITERIA. HOWEVER, THE TRAINING HAD NO NOTICEABLE AFFECT ON THE JUDGEMENTS OF THE "HIGH" OR "MODERATE" ACCURACY JUDGES. THIS DOCUMENT IS A NATIONAL MERIT SCHOLARSHIP CORPORATION REPORT, VOLUME 3, NUMBER 3, 1967. (AUTHOR)

ED 013 461

CG 000 772

DUNN, JAMES A.
SCHOOL PSYCHOLOGY-PAST, PRESENT AND FUTURE.
MICHIGAN UNIV., ANN ARBOR, MIDWEST RESEARCH CTR.
PUB DATE 67

EDRS PRICE MF-\$0.25 HC-\$0.84 19P.

DESCRIPTORS *EDUCATIONAL PSYCHOLOGY, *PROFESSIONAL SERVICES, *SCHOOL PSYCHOLOGISTS, CHILD PSYCHOLOGY, HISTORY, MICHIGAN, PSYCHOMETRISTS, ROLE PERCEPTION, STATE LEGISLATION, TAXONOMY, THAYER CONFERENCE.

SCHOOL PSYCHOLOGY ENCOMPASSES ANY AREA OF GENERAL PSYCHOLOGY BROUGHT TO BEAR ON ANY PROBLEM OF SCHOOLS, OR PERSONS IN SCHOOLS, OR THE EDUCATIONAL PROBLEMS OF SCHOOLS. AFTER WORLD WAR II, THE DEMAND FOR SCHOOL PROVISION OF CLINICAL SERVICES ROSE GREATLY BECAUSE OF THE RECOGNITION OF NEED, AFFLUENCE, AND THE POST-WAR BABY BOOM WHICH MAGNIFIED EDUCATIONAL PROBLEMS. SUB-DOCTORAL PROGRAMS ARE DIRECTED TOWARD TURNING OUT PERSONS WHO CAN PROVIDE THE KIND OF CLINICALLY ORIENTED SERVICE THAT PUBLIC SCHOOLS NEED AND DEMAND. ONE OF THE MOST SIGNIFICANT CONTRIBUTIONS OF THE THAYER CONFERENCE WAS THE GENERAL AGREEMENT THAT SCHOOL PSYCHOLOGY SHOULD REFLECT NOT ONLY CLINICAL, BUT GENERAL PSYCHOLOGY. IN MICHIGAN, STATE FUNDING IS RESPONSIBLE FOR THE LIMITED SCOPE OF SCHOOL PSYCHOLOGY BECAUSE THE REIMBURSABLE

PROGRAM PLACES RESTRAINTS AND CONSTRAINTS ON THOSE ELIGIBLE TO SERVE AND ON THE NATURE OF THE SERVICE. LITTLE DOCTORAL LEVEL SCHOOL PSYCHOLOGY EXISTS IN MICHIGAN. IN THE FUTURE, SCHOOL PSYCHOLOGY WILL APPLY GENERAL PSYCHOLOGICAL PRINCIPLES AND METHODS TO SCHOOL PROBLEMS. THIS DOCUMENT APPEARED AS PART 1 IN PROFESSIONAL CHARACTERISTICS AND FUNCTIONS OF SELECTED MID-WESTERN PUPIL PERSONNEL WORKERS, REPORT 1, IRCOPPS MIDWEST RESEARCH CENTER FOR PUPIL PERSONNEL SERVICE, ANN ARBOR, MICHIGAN, PP. 12-23 AND IS AVAILABLE IN THE UNIVERSITY OF KANSAS BULLETIN OF EDUCATION, VOL. 20, NO. 1, FALL ISSUE, NOVEMBER, 1965. (PS)

ED 013 462

CG 000 810

PERRONE, PHILIP A.
USE AND EVALUATION OF OCCUPATIONAL INFORMATION MATERIALS.
PUB DATE MAR 67

EDRS PRICE MF-00.25 HC-\$0.84 19P.

DESCRIPTORS *INFORMATION UTILIZATION, *OCCUPATIONAL INFORMATION, *SECONDARY SCHOOLS, *SURVEYS, EVALUATION, QUESTIONNAIRES, SPEECHES.

OF 18,000 SECONDARY SCHOOLS CONTACTED, 30 PERCENT RESPONDED TO A QUESTIONNAIRE ON OCCUPATIONAL INFORMATION MATERIALS. OCCUPATIONAL LITERATURE WAS OBTAINED BY COUNSELORS 80 PERCENT OF THE TIME. ON THE AVERAGE, \$178.00 IS AVAILABLE YEARLY FOR THIS PURCHASE. THE FACILITIES AVAILABLE FOR DISPLAYING MATERIALS ARE DESCRIBED. THE CIRCUMSTANCES UNDER WHICH STUDENTS USE OCCUPATIONAL INFORMATION AND THE KINDS OF STUDENTS WHO USE THESE MATERIALS ARE DISCUSSED. THE INFORMATION SOURCES USED MOST FREQUENTLY ARE RATED AND EXPLAINED. COUNSELORS WERE ASKED TO EVALUATE TWO TYPES OF OCCUPATIONAL LITERATURE (DESCRIPTION AND OUTLOOK) FOR (1) TERMINAL STUDENTS, (2) STUDENTS PLANNING POST HIGH SCHOOL, VOCATIONAL, OR TECHNICAL TRAINING, AND (3) STUDENTS PLANNING TO ENTER JUNIOR COLLEGE OR COLLEGE. A SUMMARY OF THE INFORMATION IS PRESENTED IN PERCENTAGES. NO CONCLUSIONS ARE DRAWN BECAUSE OF THE LOW PERCENTAGE OF RETURNS. ANOTHER SURVEY OF SCHOOLS NOT PREVIOUSLY CONTACTED IS UNDERWAY. THIS SPEECH WAS PRESENTED AT THE AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION CONVENTION, DALLAS, TEXAS, MARCH, 1967. (VL)

ED 013 463

CG 000 819

LEVINE, LOUIS
THE NEW ROLE OF THE EMPLOYMENT SERVICE IN SERVING THE DISADVANTAGED.

AMERICAN PERSONNEL AND GUIDANCE ASSN., WASH., D.C.
PUB DATE 05 APR 66

EDRS PRICE MF-00.25 HC-\$0.52 11P.

DESCRIPTORS *DISADVANTAGED GROUPS, *EMPLOYMENT SERVICES, *MANPOWER UTILIZATION, *VOCATIONAL COUNSELING, EMPLOYER ATTITUDES, EMPLOYMENT TRENDS, GOVERNMENT ROLE, MANPOWER DEVELOPMENT AND TRAINING ACT, ROLE *PERCEPTION, SPEECHES, VOCATIONAL REHABILITATION, YOUTH OPPORTUNITY CENTERS,

CHANGES IN MANPOWER GOALS AND OBJECTIVES, AND THE MEANS OF ACHIEVING THEM, HAS RESULTED IN A NEW ROLE FOR THE UNITED STATES EMPLOYMENT SERVICE. THE LOCAL EMPLOYMENT OFFICE IS NOW RESPONSIBLE FOR THE IMPLEMENTATION OF MANPOWER DEVELOPMENT AND TRAINING PROGRAMS AND FOR BETTER MANPOWER UTILIZATION. NEWLY ASSIGNED MANPOWER RESPONSIBILITIES WHICH THE EMPLOYMENT SERVICE HAS ABSORBED INCLUDE SERVING THE DISADVANTAGED AND IMPROVING EMPLOYABILITY. THE DISADVANTAGED INCLUDE THOSE WHOSE CULTURAL, EDUCATIONAL, PERSONAL, ECONOMIC, OR FAMILY BACKGROUND CHARACTERISTICS LIMIT THEIR PARTICIPATION IN THE JOB MARKET. THE TASK OF DISCOVERING AND IDENTIFYING DISADVANTAGED INDIVIDUALS MAY ENTAIL SOME RELOCATION OF FACILITIES. STAFF TRAINING MUST NOW EMPHASIZE SOCIOECONOMIC FACTORS AS WELL AS PSYCHOLOGY. TO IMPROVE THE EMPLOYABILITY OF THE DISADVANTAGED, INDIVIDUALIZED SERVICES RATHER THAN MASS VOLUME TRANSACTIONS MUST BE EMPHASIZED. PROGRAMS PROVIDING SUCH SERVICES ARE DESCRIBED. THE EMPLOYMENT SERVICE MUST ASSESS THE EFFECTIVENESS OF ONGOING MANPOWER PROGRAMS. NEW EMPLOYMENT SERVICE APPROACHES ON THE EMPLOYER SERVICE FRONT INCLUDE WORKING WITH MANAGEMENT AND LABOR TO IMPROVE JOB TRAINING ACTIVITIES, TO CHANGE JOB REQUIREMENTS, TO WORK TOWARD JOB DEVELOPMENT, AND TO IMPROVE PLACEMENT PROCEDURES. THIS SPEECH WAS PRESENTED AT THE AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION CONVENTION, WASHINGTON, D.C., APRIL 5, 1966. (PS)

ED 013 464

CG 000 839

ROSE, SHELDON D.
A BEHAVIORAL APPROACH TO GROUP TREATMENT OF CHILDREN.

PUB DATE 27 JAN 67

EDRS PRICE MF-00.25 HC-\$0.72 16P.

DESCRIPTORS *BEHAVIOR CHANGE, *BEHAVIORAL COUNSELING, *DISADVANTAGED YOUTH, BEHAVIORAL SCIENCES, DELINQUENTS, DETROIT, DISCIPLINE PROBLEMS, GROUP COUNSELING, HARTWIG PROGRAM, NEIGHBORHOOD SERVICE ORGANIZATION, REINFORCEMENT, RESEARCH.

A BEHAVIORAL APPROACH WAS USED TO TREAT SMALL GROUPS OF CHILDREN IN AN INNER CITY SETTING. THE GROUPS WERE ORGANIZED UNDER THE AUSPICES OF THE HARTWIG PROJECT OF THE NEIGHBORHOOD SERVICE ORGANIZATION OF DETROIT AND CONSISTED OF CHILDREN WITH SCHOOL ADOPTION PROBLEMS, DELINQUENT GANGS, AND CHILDREN FROM DISADVANTAGED SECTIONS OF THE COMMUNITY. GROUPS CONTAINED THREE TO SEVEN CHILDREN BETWEEN THE AGES OF EIGHT AND 15. THEY WERE HOMOGENEOUS IN REGARD TO SEX, AGE, AND SOCIO-ECONOMIC BACKGROUND AND HETEROGENEOUS IN REGARD TO PROBLEMS PRESENTED. BEHAVIORAL ASSESSMENT DETERMINED THE NATURE, FREQUENCY, AND CONDITIONS OF THE MALADAPTIVE BEHAVIORS. ON THE BASIS OF THE MALADAPTIVE BEHAVIORS, GOALS WERE SET FOR EACH GROUP MEMBER. A BASELINE WAS DETERMINED FOR EACH MALADAPTIVE BEHAVIOR SO THAT SUBSEQUENT BEHAVIOR AFTER INTERVENTION BY THE

WORKER COULD BE MONITORED FOR CHANGE. MEANS OF INTERVENTION INCLUDED REINFORCEMENT, TOKEN ECONOMY, GROUP ACTIVITIES, BEHAVIORAL ASSIGNMENTS, MODEL PRESENTATION, AND SYSTEMATIC DESENSITIZATION. TREATMENT WAS TERMINATED ON THE BASIS OF ACHIEVEMENT OF TREATMENT GOALS. TO DATE, RESULTS APPEAR PROMISING. CHANGES IN THE DESIRED DIRECTION HAVE BEEN OBSERVED IN A LARGE MAJORITY OF THE MALE CLIENTS. BEHAVIORAL ASSIGNMENTS HAVE BEEN FAVORABLY RECEIVED, AND GROUP WORKERS ARE ENTHUSIASTIC ABOUT THE APPROACH. (SK)

ED 013 465

CG 000 862

SZASZ, THOMAS S.
THE ETHICS AND POLITICS OF COLLEGE PSYCHIATRY.

PUB DATE 67

EDRS PRICE MF-00.25 HC-\$1.50 38P.

DESCRIPTORS *COLLEGE ADMINISTRATION, *COLLEGE STUDENTS, *PSYCHIATRISTS, *ROLE CONFLICT, CONFIDENTIAL RECORDS, COUNSELOR ROLE, D. L. FARNSWORTH, EMOTIONAL MALADJUSTMENT, EMOTIONALLY DISTURBED, ETHICAL VALUES, MENTAL HEALTH, MENTAL HEALTH PROGRAMS, MENTAL ILLNESS, POLITICAL ISSUES, SPEECHES, STUDENT PROBLEMS, STUDENT WELFARE, THERAPISTS.

THE PRINCIPLES OF CONDUCT GOVERNING COLLEGE PSYCHIATRISTS AND THE RELATIONSHIPS BETWEEN THESE AUTHORITIES AND THEIR SUBJECTS ARE EXAMINED. MUCH OF THE WORK OF THE COLLEGE PSYCHIATRIST CONSISTS OF CRISIS INTERVENTION. THE COLLEGE PSYCHIATRIST OFTEN OPERATES AS BOTH A POLICE INTERROGATOR AND JUDGE. THE CHARACTERISTIC FEATURE OF HIS ROLE IS ITS DIFFUSIVENESS, WHICH LEADS TO CONTRADICTORY LOYALTIES AND GOALS. WHEN THERE IS A CONFLICT BETWEEN STUDENT AND ADMINISTRATION, THE PSYCHIATRIST MUST DECIDE WHICH SIDE TO TAKE. IMPLICIT IN THIS DECISION IS HIS PERCEPTION OF THE PROBLEM OF CONFIDENTIALITY. EXCEPTION IS TAKEN TO FARNSWORTH'S ADVOCACY OF SUSPENDING THE USUAL RULES OF CONFIDENTIALITY IN A VARIETY OF SITUATIONS. THE RULE OF LAW IS RENDERED INOPERATIVE WHEN AUTHORITIES EXHIBIT BENEVOLENT DISCRETION IN ENFORCEMENT. IN PSYCHIATRIC BUREAUCRACIES SUCH AS COLLEGE MENTAL HEALTH SERVICES, SUCH RULES ARE SACRIFICED BECAUSE OF UNLIMITED DISCRETIONARY POWER. THE COLLEGE PSYCHIATRIST MISREPRESENTS HIMSELF BECAUSE HE ACTUALLY TREATS THE SOCIAL PROBLEMS OF THE CAMPUS RATHER THAN THE SICK PERSON. BECAUSE OF HIS POWER IN THERAPEUTIC INTERVENTIONS, HE IS A POWERFUL STATUS FIGURE WITH VAST POWERS OVER THE STUDENT. THIS DOCUMENT WAS PRESENTED IN PART AT THE ANNUAL MEETING OF THE AMERICAN ORTHOPSYCHIATRIC ASSOCIATION, WASHINGTON, D.C., 1967. (PR)

ED 013 466

CG 000 865

WESTMAN, JACK C. AND OTHERS
SCHOOL CAREER ADJUSTMENT PATTERNS OF CHILDREN UTILIZING MENTAL HEALTH SERVICES.

PUB DATE 24 MAR 67

EDRS PRICE MF-\$0.25 HC-\$0.64 *14P.

DESCRIPTORS *ELEMENTARY SCHOOL STUDENTS, *MENTAL HEALTH CLINICS, *PRESCHOOL CHILDREN, *RESEARCH PROJECTS, *STUDENT ADJUSTMENT, BEHAVIOR RATING SCALES, COMPARATIVE ANALYSIS, MALADJUSTMENT.

A COMPARISON WAS MADE BETWEEN 29 NURSERY SCHOOL CHILDREN WHO RECEIVED MENTAL HEALTH SERVICE AND 20 MALADJUSTED CHILDREN WHO DID NOT. EACH CHILD WHO RECEIVED MENTAL HEALTH SERVICE AT SOME POINT DURING HIS SCHOOL CAREER WAS EVALUATED FOR ADJUSTMENT DURING FIVE SEGMENTS OF HIS SCHOOL CAREER. DATA FROM MENTAL HEALTH RECORDS FOR BOTH GROUPS WERE THEN SEPARATELY EVALUATED BY THREE RATERS TO ASSESS EACH CHILD'S ADJUSTMENT DURING THESE PERIODS. DURING THE 1940'S, MIDDLE CLASS, PROFESSIONALLY ORIENTED FAMILIES WITH NURSERY SCHOOL CHILDREN IN A COMMUNITY WITH ADEQUATE MENTAL HEALTH SERVICES DID USE THESE SERVICES. IN OVER HALF OF THE CASES, MEDICAL HEALTH SERVICE WAS INSTITUTED PRIOR TO THE FOURTH GRADE. MOST CHILDREN SHOWING EVIDENCE OF MALADJUSTMENT, OR USING MENTAL HEALTH SERVICES, HAD LOW NURSERY SCHOOL ADJUSTMENT RATINGS. MORE CHILDREN SHOWING MALADJUSTMENT AND RECEIVING MENTAL HEALTH SERVICE SHOWED IMPROVEMENT IN HIGH SCHOOL THAN MALADJUSTED CHILDREN WHO RECEIVED NO MENTAL HEALTH SERVICE. THE NEED FOR MENTAL HEALTH SERVICES AT THE EARLY ELEMENTARY SCHOOL LEVEL IS SUPPORTED BY THE STUDY. THIS SPEECH WAS PRESENTED AT THE ANNUAL MEETING OF THE AMERICAN ORTHOPSYCHIATRIC ASSOCIATION, WASHINGTON, D.C., MARCH 20-24, 1967. (PS)

ED 013 467 08 CG 000 912
TODD, VIVIAN EDMISTON BATES, ZEL-
PHA

DEVELOPMENT OF A JUNIOR HIGH SCHOOL INSTRUMENT FOR APPRAISING SOCIAL READINESS FOR EMPLOYMENT.

CALIFORNIA STATE COLL., LONG BEACH
REPORT NUMBER BR-5-8462

PUB DATE MAR 67

CONTRACT OEC-6-85-129

EDRS PRICE MF-\$0.50 HC-\$3.44 84P.

DESCRIPTORS *EMPLOYMENT, *JUNIOR HIGH SCHOOL STUDENTS, *MEASUREMENT, *READINESS (MENTAL), *SOCIAL DEVELOPMENT, *DISADVANTAGED YOUTH, *FEMALES, *INDIVIDUAL DEVELOPMENT, *RELIABILITY, *RESEARCH.

OUT OF INTERVIEW DATA AND A BUREAU OF STANDARDS BOOKLET, TWO APPRAISAL DEVICES "WHERE IS IT DONE" AND "WHAT TO DO" WERE DEVELOPED TO MEASURE SOCIAL READINESS FOR EMPLOYMENT. THE DEVICES ARE DIRECT MEANS FOR A STUDENT TO RECORD HIS THOUGHTS ABOUT WORK AND SCHOOL SITUATIONS SO THAT HE AND OTHERS CAN OBSERVE THE VERACITY OF HIS RESPONSES. THE DEVICES WERE REVISED BY ELIMINATING ITEMS OF WIDE VARIABILITY IN RESPONSE, AND A KEY FOR SCORING DEVELOPED ON THE BASIS OF THE RESPONSES OF WOMEN LEADERS IN 12 DIFFERENT OCCUPATIONS. STUDENT RESPONSES OBTAINED IN DISADVANTAGED JUNIOR HIGH SCHOOLS SHOWED THAT THE INSTRUMENT WAS USEFUL IN DESCRIBING THE THOUGHTS OF GROUPS OF STUDENTS. THE RELIABILITY OF GROUP RESPONSES WAS .935. IT IS RECOM-

MENDED THAT A CURRICULUM UNIT BE DEvised TO HELP JUNIOR HIGH SCHOOL STUDENTS FURTHER THEIR READINESS FOR EMPLOYMENT. FURTHER STUDY OF CHARACTERISTIC DIFFERENCES BETWEEN STUDENTS AND SOCIAL READINESS FOR EMPLOYMENT IS ALSO ADVISED. ALTHOUGH THE INSTRUMENT ELICITS VALID AND RELIABLE RESPONSES FROM STUDENTS, AND IS A USEFUL AID IN DEVELOPING STUDENT SOCIAL READINESS FOR EMPLOYMENT, IT SHOULD BE EXTENDED AND REFINED. (SK)

ED 013 468 40 CG 000 913
COLLINS, RONALD C.

THE TREATMENT OF DISRUPTIVE CLASSROOM BEHAVIOR PROBLEMS BY EMPLOYMENT OF A PARTIAL-MILIEU CONSISTENCY PROGRAM. FINAL REPORT.

OREGON UNIV., EUGENE

REPORT NUMBER BR-6-8366

PUB DATE 01 JAN 67

GRANT OEG-4-6-068336-1592

EDRS PRICE MF-\$0.75 HC-\$5.88 145P.

DESCRIPTORS *BEHAVIOR PROBLEMS, *CONTROLLED ENVIRONMENT, *JUNIOR HIGH SCHOOL STUDENTS, *SPECIAL PROGRAMS, ANALYSIS OF VARIANCE, BEHAV. CLASSIF. PROJ. BEHAV. CHECK LIST, CHILDRENS MANIFEST ANXIETY SCALE, EDUCATIONAL ENVIRONMENT, F RATIO, FAMILY ENVIRONMENT, MALES, RESEARCH, STANFORD ACHIEVEMENT TEST, T TEST.

THIS STUDY ATTEMPTED TO DEVELOP AND EVALUATE A TREATMENT PROCEDURE DESIGNED TO REDUCE THE INCIDENCE OF MALADAPTIVE BEHAVIORS IN PUBLIC SCHOOL CLASSROOMS. THE TREATMENT PROCEDURE ATTEMPTED TO PROVIDE ENVIRONMENTAL CONSISTENCY IN THE CHILD'S ENVIRONMENT. IT WAS HYPOTHEZIZED THAT GIVEN A PROGRAM OF HOME-SCHOOL CONSISTENCY, UNYIELDING FOR COMPLIANCE AS WELL AS NON-COMPLIANCE, THE MALADAPTIVE CHILD WOULD LEARN TO FUNCTION WITHIN REASONABLE SOCIAL LIMITS AND SHOW A REDUCTION OF MALADAPTIVE BEHAVIORS. SUBJECTS WERE 15 BOYS IN GRADES 7, 8, AND 9, WHO WERE NAMED BY ADMINISTRATORS AND COUNSELORS AS HAVING SEVERE BEHAVIOR PROBLEMS. TREATMENT CONSISTED OF INVESTIGATOR-WRITTEN "PROGRAMS" WHICH SCHEDULED THE LIVES OF THE SUBJECTS. BEHAVIOR EXPECTATIONS AND RIGID STRUCTURE WERE BUILT INTO THE LIFE SCHEDULE, WITH CONSEQUENCES FOR CONTINUED DEVIANCE AND COMPLIANCE. PARENTS AND TEACHERS RECEIVED INSTRUCTION IN THE USE OF THE PROGRAM. SUBJECTS WERE EVALUATED, TREATED FOR 11 WEEKS, EVALUATED, LEFT ALONE FOR FIVE WEEKS, AND EVALUATED A FINAL TIME. HYPOTHESES REGARDING BEHAVIOR, TEST RESULTS, AND GRADES WERE TESTED. SIGNIFICANT BEHAVIOR CHANGE OCCURRED PRIOR TO TREATMENT AND CONTINUED. THIS IS EXPLAINED AS THE CONSEQUENCE OF A CONTINUED HAWTHORNE EFFECT. ANALYSIS OF WHY TREATMENT WAS NOT EFFECTIVE IS GIVEN. FUTURE WORK IN THIS AREA MUST INCLUDE CONTROLS FOR THE HAWTHORNE EFFECT. (SK)

ED 013 469 24 CG 000 922
OSTRANDER, EDWARD R.
PERSONAL AND CIRCUMSTANTIAL FACTORS INFLUENCING THE ACT OF DISCOVERY.

ELMIRA COLL., N.Y.

REPORT NUMBER BR-5-8074

REPORT NUMBER CRP-S-363

PUB DATE JUL 67

EDRS PRICE MF-\$0.25 HC-\$1.88 45P.

DESCRIPTORS *COLLEGE STUDENTS, *DISCOVERY PROCESSES, *FEMALES, *LEARNING EXPERIENCE, *ACADEMIC PERFORMANCE, COLGATE PERSONAL VALUES INVENTORY, COLLEGE ENTRANCE EXAM. BOARD TEST, CREATIVITY, MASLOW SECURITY INSECURITY TEST, RESEARCH, ROKEACH DOGMATISM SCALE.

HOW STUDENTS SAY THEY LEARN WAS INVESTIGATED. INTERVIEWS WITH A RANDOM SAMPLE OF 74 WOMEN STUDENTS POSED QUESTIONS ABOUT THE NATURE, FREQUENCY, PATTERNS, AND CIRCUMSTANCES UNDER WHICH ACTS OF DISCOVERY TAKE PLACE IN THE ACADEMIC SETTING. STUDENTS WERE ASSIGNED DISCOVERY RATINGS BASED ON READINGS OF TYPESCRIPTS. EACH STUDENT WAS CLASSIFIED AND ANALYZED IN TERMS OF QUANTITATIVE TESTS OF FLEXIBILITY (ROKEACH DOGMATISM AND OTHER USES TEST) AND SECURITY (MASLOW SECURITY-INSECURITY TEST AND A SELF RATING). A MAJORITY OF STUDENTS REPORTED DISCOVERY EXPERIENCES. A CONCEPTUAL MODEL OF THE ACT OF DISCOVERY WAS DEVELOPED. IT WAS CONCLUDED THAT A PHENOMENOLOGICAL APPROACH TO THE STUDY OF THE DISCOVERY ACT IS FRUITFUL WHEN COUPLED WITH ADDITIONAL SOURCES OF INFORMATION ABOUT THE SUBJECTS. THE RELATIONSHIP BETWEEN ACADEMIC MOTIVATION, PERSISTENCE, AND VERBAL SKILL IS SUGGESTIVE ON AN INDIVIDUAL CASE LEVEL AND WARRANTS FURTHER STUDY. THE STUDY REVEALED THAT STUDENTS ARE INTERESTED IN THE EDUCATIONAL PROCESS. THE IMPORTANCE OF THE TEACHER AS DIAGNOSTICIAN, AND NOT MERELY EVALUATOR OF PERFORMANCE, WAS ALSO BROUGHT OUT. TEACHERS IN TRAINING MAY BENEFIT FROM A CONSIDERATION OF THE INDIVIDUAL STUDENT AS A COMPLEX OF INTELLECTUAL AND PERSONALITY VARIABLES WHICH INTERACT WITH CIRCUMSTANTIAL FACTORS. (SK)

ED 013 470 CG 000 927
SAFFORD, PHILIP L.

THE PREDICTION OF CREATIVITY AND ACADEMIC ACHIEVEMENT FROM A CONCRETE PERCEPTUAL-COGNITIVE TASK.

MICHIGAN UNIV., ANN ARBOR, MIDWEST
RESEARCH CTR.

PUB DATE 67

EDRS PRICE MF-\$0.25 HC-\$0.64 14P.

DESCRIPTORS *COGNITIVE TESTS, *CREATIVITY, *ELEMENTARY GRADES, *PREDICTIVE ABILITY (TESTING), *TEST VALIDITY, *ACADEMIC ACHIEVEMENT, CALIFORNIA ACHIEVEMENT TEST BATTERY, DUNNS OBJECT SORTING TASK, INTELLIGENCE QUOTIENT, INTELLIGENCE TESTS, LORRANCE TEST, PEARSON PRODUCT MOMENT CORRELATIONS, RESEARCH PROJECTS, STANFORD BINET INTELLIGENCE TEST, STATISTICAL ANALYSIS, TEST RELIABILITY, USES FOR THINGS TEST, WECHSLER INTELLIGENCE SCALE FOR CHILDREN.

THE RELATIVE EFFECTIVENESS OF TASK SCORES VERSUS IQ AS PREDICTORS OF ACADEMIC ACHIEVEMENT WAS INVESTIGATED, AND THE CORRELATIONS BETWEEN TASK SCORES AND IQ RE-EXAMINED. SUBJECTS WERE 99 UPPER-MID-

DLE CLASS ELEMENTARY SCHOOL CHILDREN WITH A MEAN STANFORD-BINET IQ OF 126 (SD EQUALS 19). THE INSTRUMENTS USED WERE DUNN'S OBJECT SORTING TASK (OST), STANFORD BINET IQ SCORES, WECHSLER INTELLIGENCE SCALE FOR CHILDREN (WISC) VOCABULARY TEST, THE CALIFORNIA ACHIEVEMENT TEST BATTERY (CATB), THE TORRANCE TESTS, AND, FOR YOUNGER CHILDREN, THE USES FOR THINGS TEST. CORRELATION AND MULTIPLE REGRESSION ANALYSES WERE CONDUCTED. IT WAS EXPECTED THAT: (1) SORTING FLUENCY, SPEED AND QUALITY OF THE VERBAL EXPLANATION OF CLASSIFICATORY CONCEPTS WOULD PREDICT ACADEMIC ACHIEVEMENT, (2) THE NUMBER OF POSITIVE SORTS AND MEAN VERBALIZATION SCORES WOULD CORRELATE WITH IQ, AND (3) OST FLUENCY, FLEXIBILITY, AND ORIGINALITY WOULD CORRELATE WITH THEIR RESPECTIVE TORRANCE SCORES. ALL THREE HYPOTHESES WERE SUPPORTED. THE RESULTS INDICATE THE OST MAY BE USEFUL IN DETECTING DIFFERENCES IN APPARENTLY HOMOGENEOUS IQ GROUPS. A STRONG PREDICTIVE RELATIONSHIP BETWEEN PERFORMANCE ON THE OST AND ACHIEVEMENT IN FORMAL SUBJECT AREAS WAS ALSO FOUND. THIS DOCUMENT APPEARED AS STUDY 3 IN SCHOOL ANXIETY AND COGNITIVE FUNCTIONING/ EXPLORATORY STUDIES, REPORT 4, IRCOPPS MIDWEST RESEARCH CENTER FOR PUPIL PERSONNEL SERVICES, ANN ARBOR, MICH., PP. 122-130. (PS)

ED 013 471 **CG 000 928**
SAFFORD, PHILIP L. DUNN, JAMES A.
AGE, SEX, AND IQ DIFFERENCES IN PERFORMANCE ON A CONCRETE PERCEPTUAL COGNITIVE TASK.
MICHIGAN UNIV., ANN ARBOR, MIDWEST RESEARCH CTR.
PUB DATE 67
EDRS PRICE MF-\$0.25 HC-\$0.68 15P.
DESCRIPTORS *AGE DIFFERENCES, *COGNITIVE TESTS, *INTELLIGENCE QUOTIENT, *INTERACTION PROCESS ANALYSIS, *SEX DIFFERENCES, ANALYSIS OF VARIANCE, CHILDHOOD ATTITUDES, DUNN'S OBJECT SORTING TASK, ELEMENTARY SCHOOL STUDENTS, RESEARCH PROJECTS, STANFORD BINET INTELLIGENCE TEST, STATISTICAL ANALYSIS, TASK PERFORMANCE.

AGE, SEX, AND IQ DIFFERENCES IN THE CHARACTERISTICS OF THE CONCEPTUAL PERFORMANCE OF ELEMENTARY SCHOOL CHILDREN WERE STUDIED. PERFORMANCE MEASURES WERE OBTAINED THROUGH THE USE OF DUNN'S OBJECT SORTING TASK (OST) WHICH PROVIDED SUCH INDICATORS AS SIZE OF THE COGNITIVE MATRIX, ACCESSIBILITY OF THE CONCEPTS IN THE MATRIX, AND DEGREE OF PRECISION IN THE VERBAL REPRESENTATION OF THE CONCEPTS IN THE MATRIX. THE SAMPLE CONSISTED OF 99 UPPER MIDDLE CLASS ELEMENTARY SCHOOL CHILDREN WITH A MEAN STANFORD BINET IQ OF 126. THE RELATIVE CONTRIBUTIONS OF AGE, SEX, AND IQ TO OST PERFORMANCE PATTERNS WERE ASSESSED BY ANALYSIS OF VARIANCE AND A FILTER MEANS PROGRAM. THE RESULTS OBTAINED WERE SUGGESTIVE OF DIFFERENTIAL EFFECTS OF AGE AND IQ LEVELS ON COGNITIVE PERFORMANCE. FOR GIRLS, LEVEL OF IQ WAS NOT ASSOCIATED WITH CONCEPT FORMATION AND UTILIZATION ON THE TASK, WHEREAS AGE WAS. THE OPPOSITE WAS TRUE FOR BOYS. THE COMPLEX PATTERNS OF IN-

TERACTION BETWEEN AGE, SEX, AND IQ SUGGEST THE NEED FOR FURTHER RESEARCH. THIS DOCUMENT APPEARED AS STUDY 4 IN SCHOOL ANXIETY AND COGNITIVE FUNCTIONING/ EXPLORATORY STUDIES, REPORT 4, IRCOPPS MIDWEST RESEARCH CENTER FOR PUPIL PERSONNEL SERVICES, ANN ARBOR, MICHIGAN, PP. 131-140. (PS)

ED 013 472 **CG 000 929**
SCOTT, ROGER O.
DECREMENT IN CHILDREN'S COGNITIVE PERFORMANCE AS A CONSEQUENCE OF INFORMATION OVERLOAD.
MICHIGAN UNIV., ANN ARBOR, MIDWEST RESEARCH CTR.
PUB DATE 67
EDRS PRICE MF-\$0.25 HC-\$1.36 32P.

DESCRIPTORS *CONCEPT FORMATION, *ELEMENTARY SCHOOL STUDENTS, *EXPERIMENTS, *LEARNING, RESEARCH PROJECTS, STANFORD BINET INTELLIGENCE TEST.

TWO HYPOTHESES RELATED TO HYPOTHESIS INTERFERENCE IN CONCEPT PERFORMANCE OF YOUNG CHILDREN WERE TESTED: (1) STUDENTS MAKE MORE CLASSIFICATIONS WHEN STIMULUS OBJECTS ARE PRESENTED SEQUENTIALLY THAN WHEN STIMULUS OBJECTS ARE PRESENTED SIMULTANEOUSLY, AND (2) REDUCING THE NUMBER OF STIMULUS OBJECTS INCREASES CLASSIFICATION SPEED. MATCHED ON THE BASIS OF STANFORD-BINET IQ SCORES AND SEX, 20 SECOND GRADE STUDENTS WERE SEPARATED INTO TWO GROUPS. BEFORE TESTING, A PENCIL SORTING TEST WAS DEMONSTRATED TO ESTABLISH A SET TOWARD CLASSIFICATION ON THE BASIS OF PHYSICAL ATTRIBUTES RATHER THAN AFFECTIVE OR FUNCTIONAL QUALITIES. THE SIX BLOCKS TO BE SORTED WERE PRESENTED SIMULTANEOUSLY FOR CHILDREN IN ONE GROUP (MPG) AND SERIALLY FOR CHILDREN IN THE OTHER GROUP (SPG). THE FIRST HYPOTHESIS WAS SUPPORTED BY THE DATA. SIGNIFICANTLY MORE SORTS WERE MADE BY THE SPG. HOWEVER, THE DATA INDICATE THAT REDUCTION OF STIMULUS OBJECTS DOES NOT LEAD TO FASTER DISCRIMINATIONS. NO SIGNIFICANT DIFFERENCES BETWEEN THE CLASSIFICATION SPEEDS OF THE TWO GROUPS WERE OBSERVED. THE STUDY SUGGESTS THAT SERIAL PRESENTATION OF EDUCATIONAL MATERIAL WOULD STIMULATE THE FORMATION OF MORE CONCEPTS THAN WOULD SIMULTANEOUS PRESENTATION. THIS DOCUMENT APPEARED AS STUDY 5 IN SCHOOL ANXIETY AND COGNITIVE FUNCTIONING/ EXPLORATORY STUDIES, REPORT 4, IRCOPPS MIDWEST RESEARCH CENTER FOR PUPIL PERSONNEL SERVICES, ANN ARBOR, MICHIGAN, PP. 141-164. (PS)

ED 013 473 **CG 000 930**
DUNN, JAMES A.
SCHOOL AND FAMILY BACKGROUND CORRELATES OF CHILDREN'S SCHOOL ANXIETY.
MICHIGAN UNIV., ANN ARBOR, MIDWEST RESEARCH CTR.
PUB DATE 67
EDRS PRICE MF-\$0.25 HC-\$2.16 52P.

DESCRIPTORS *ELEMENTARY SCHOOL STUDENTS, *PERFORMANCE, *RESEARCH PROJECTS, *STUDENT ATTITUDES, *STUDENT TEACHER RELATIONSHIP, ANXIETY, FAMILY BACKGROUND, HARRIS GOODENOUGH DRAW A MAN TEST, MENTAL

HEALTH, PEARSON PRODUCT MOMENT CORRELATIONS, PEER RELATIONSHIP, SARASON TEST ANXIETY SCALE FOR CHILDREN, STATISTICAL ANALYSIS, STUDENT ADJUSTMENT.

A STUDY WAS MADE OF THE RELATIONSHIP OF CHILDREN'S SCHOOL MENTAL HEALTH PROBLEMS TO (1) THEIR INTELLECTUAL, ACADEMIC, AND SOCIAL PERFORMANCE AND (2) CERTAIN FAMILY, SCHOOL, AND COMMUNITY BACKGROUND VARIABLES. LITERATURE PERTINENT TO THE PROBLEM IS REVIEWED. THE SAMPLE CONSISTED OF 400 ELEMENTARY SCHOOL STUDENTS. GROUP INTELLIGENCE TESTS, AN ACHIEVEMENT TEST, THE GOODENOUGH DRAW-A-MAN TEST, A PEER RATING, A REVISED FORM OF SARASON'S TEST ANXIETY SCALE FOR CHILDREN, CUMULATIVE RECORD INFORMATION, AND A MULTIPLE CHOICE QUESTIONNAIRE ABOUT SCHOOL ATTITUDES, PERCEPTION OF CLASSROOM MANAGEMENT, AND PERSONAL AFFECT WERE USED. A PEARSON PRODUCT-MOMENT CORRELATION MATRIX WAS GENERATED FOR 40 CASES. THE GENERAL EMOTIONAL TONE OF THE CLASSROOM IS RELATED TO THE AFFECTIVE IMAGE OF THE TEACHER AS PERCEIVED BY THE CHILD. PERSONAL AFFECT STATES SEEM MORE INVOLVED WITH TEACHER-PEER RELATIONSHIPS THAN WITH PERSONAL AND FAMILY BACKGROUND FACTORS. GREATER ATTENTION SHOULD BE PAID TO TEACHER-PUPIL AND PUPIL-PUPIL INTERACTION, AND TO THE CLASSROOM CLIMATE. THIS DOCUMENT APPEARED AS STUDY 6 IN SCHOOL ANXIETY AND COGNITIVE FUNCTIONING/ EXPLORATORY STUDIES, REPORT 4, IRCOPPS MIDWEST RESEARCH CENTER FOR PUPIL PERSONNEL SERVICES, ANN ARBOR, MICHIGAN, PP. 165-211. (PS)

ED 013 474 **CG 000 931**
DUNN, JAMES A.
THE RELIABILITY AND VALIDITY OF THE NEW HARRIS-GOODENOUGH DRAW-A-MAN TEST.
MICHIGAN UNIV., ANN ARBOR, MIDWEST RESEARCH CTR.
PUB DATE 67
EDRS PRICE MF-\$0.25 HC-\$0.72 16P.

DESCRIPTORS *SCORING, *TEST RELIABILITY, *TEST VALIDITY, ACHIEVEMENT TESTS, CALIFORNIA TEST OF MENTAL MATURITY, ELEMENTARY SCHOOL STUDENTS, HARRIS GOODENOUGH DRAW A MAN TEST, INTELLIGENCE TESTS, IOWA TESTS OF BASIC SKILLS, STANFORD BINET INTELLIGENCE TEST, WECHSLER INTELLIGENCE SCALE FOR CHILDREN.

A SERIES OF STUDIES SOUGHT TO ASCERTAIN (1) INTER- AND INTRA-RATER RELIABILITY FOR THE HARRIS-GOODENOUGH DRAW-A-MAN TEST, (2) DRAW-A-MAN (DAM) VALIDITY, AND DRAW-A-WOMAN (DAW) VALIDITY. THE DRAWINGS OF 72 STUDENTS IN AN UPPER MIDDLE CLASS WERE SCORED INDEPENDENTLY BY TWO SELF-TAUGHT SCORERS, ONE OF WHOM ALSO RESCORED THE TEST A WEEK LATER. THE INTER-RATER RELIABILITY WAS .88 AND THE INTRA-RATER RELIABILITY WAS .93. IT SEEMS THAT NO SIGNIFICANT INCREASE IN RATER RELIABILITY WAS ACHIEVED BY HARRIS' REVISION. THE THREE DAM VALIDATION STUDIES RELATED DAM SCORES TO: (1) STANFORD-BINET FORM L-M SCORES, (2) THE WECHSLER INTELLIGENCE SCALE FOR CHILDREN, AND (3) GROUP MEASURES OF INTELLIGENCE AND ACHIEVEMENT. RESULTS ARE PRESENTED IN TWO

TABLES. ALTHOUGH MODERATE CORRELATIONS WITH THE BINET AND WECHELER SCALES WERE FOUND, THE TEST APPEARS TO TAP AREAS OF INTELLECTUAL ABILITY THAT HAVE LITTLE SIGNIFICANCE FOR ACADEMIC ACHIEVEMENT. IN THIS STUDY, LITTLE DIFFERENCE WAS FOUND BETWEEN THE DAM-WISC AND DAW-WISC CORRELATIONAL PATTERNS, SUGGESTING THAT THE TWO FORMS OF THE TEST ARE SIMILAR AND MIGHT BE USED INTER-CHANGEABLY IN DETERMINING MEAN GROUP IQ LEVELS. THIS DOCUMENT APPEARED AS STUDY 7 IN SCHOOL ANXIETY AND COGNITIVE FUNCTIONING/ EXPLORATORY STUDIES, REPORT 4, IRCOPPS MIDWEST RESEARCH CENTER FOR PUPIL PERSONNEL SERVICES, ANN ARBOR, MICH., PP. 212-222. (PS)

ED 013 475 CG 000 932
SCHELKUN, RUTH F. DUNN, JAMES A.
SCHOOL ANXIETY AND THE FACILITATION
OF PERFORMANCE.
MICHIGAN UNIV., ANN ARBOR, MIDWEST
RESEARCH CTR.
PUB DATE 67
EDRS PRICE MF-00.25 HC-\$1.04 24P.

DESCRIPTORS *ANXIETY, *ELEMENTARY SCHOOL STUDENTS, *PERFORMANCE, *QUESTIONNAIRES, CLUSTER GROUPING, CREATIVITY, PEARSONS PRODUCT MOMENT CORRELATIONS, STANFORD BINET INTELLIGENCE TEST, STATISTICAL ANALYSIS.

THE RELATIONSHIPS BETWEEN SCHOOL GENERATED ANXIETY AND VARIOUS INDICES OF SCHOOL ACHIEVEMENT, CREATIVITY, AGE, AND IQ, ARE INVESTIGATED. A 160 ITEM, MULTIPLE-CHOICE, MULTI-SCALE, SCHOOL ANXIETY QUESTIONNAIRE WAS ADMINISTERED TO 56 FOURTH, FIFTH, AND SIXTH GRADE CHILDREN WITH A MEAN STANFORD BINET IQ OF 126 FROM AN UPPER MIDDLE CLASS COMMUNITY. FACTOR SUBSCALE T-Scores RULED OUT THE EFFECTS OF RESPONSE BIAS, AND CLUSTER ANALYSIS IDENTIFIED SUBGROUPS OF INDIVIDUALS WITH SIMILAR PATTERNS OF RESPONSE ACROSS VARIABLES. SIGNIFICANT POSITIVE RELATIONSHIPS WERE FOUND BETWEEN A SPECIFIC MEASURE OF CHILDREN'S SCHOOL ANXIETY AND SCHOOL PERFORMANCE. THE QUESTIONNAIRE MEASURE OF ANXIETY WAS A SIGNIFICANT PREDICTOR OF SCHOOL ACHIEVEMENT. RESULTS ARE DISCUSSED IN TERMS OF ANXIETY ABOUT TEST ANTICIPATION, TEACHER REPORTS, SCHOOL FAILURE, AND GOOD SCHOOL PERFORMANCE. THE RESULTS OF THE STUDY SUGGEST THAT AT LEAST IN THE LATER ELEMENTARY GRADES AND ESPECIALLY FOR GIRLS, NEGATIVE AFFECT CAN HAVE A FACILITATING EFFECT ON SCHOOL PERFORMANCE. THIS DOCUMENT APPEARED AS STUDY 8 IN SCHOOL ANXIETY AND COGNITIVE FUNCTIONING/ EXPLORATORY STUDIES, REPORT 4, IRCOPPS MIDWEST RESEARCH CENTER FOR PUPIL PERSONNEL SERVICES, ANN ARBOR, MICHIGAN, PP. 223-241. (PS)

ED 013 476 CG 000 971
EVALUATION STRATEGIES FOR ESEA TITLE I PROJECTS.
PUB DATE MAR 67
EDRS PRICE MF-00.25 HC-\$0.36 7P.

DESCRIPTORS *EVALUATION METHODS, *FEDERAL AID, *PROGRAM EVALUATION, *SCHOOLS, CINCINNATI, DISADVANTAGED YOUTH, ELE. AND SECON. ACT TITLE I PROJECTS,

PROJECT AND PROGRAM EVALUATION REPRESENT TWO BROAD STRATEGIES FOR EVALUATION. PRODUCT EVALUATION OF A PROJECT DETERMINES THE EXTENT TO WHICH OBJECTIVES ARE ACHIEVED. THE EVALUATOR'S ATTENTION IS FOCUSED ON CHANGE IN THE TARGET PUPIL OR SCHOOL ON A PRE-PROJECT TO A POST-PROJECT BASIS. IN THEIR EVALUATION OF THE ELEMENTARY AND SECONDARY EDUCATION ACT, CONGRESS IS INTERESTED IN THE TYPES OF EVIDENCE PRODUCED THROUGH PRODUCT EVALUATION. PROCESS EVALUATION MONITORS PROJECT CONDITIONS TO MAKE THE PROJECT MORE EFFICIENT OR BETTER. PROGRAM EVALUATION IS AN ASSESSMENT OF THE CHANGES WHICH ARE THE OUTCOMES OF INTERACTIONS AMONG PROJECTS OR TREATMENTS. PROGRAM EVALUATION ASSESSES NOT ONLY CHANGE IN TARGET PUPILS OR SCHOOLS, BUT ALSO, TOTAL IMPACT. PROGRAM EVALUATION IMPLIES THAT ATTENTION TO OVER-ALL BAROMETERS OF EDUCATIONAL HEALTH MIGHT CAPTURE SIDE EFFECTS. NO ATTEMPT IS MADE TO ANALYZE HOW OR WHY CHANGES OCCUR. THIS MODEL SUGGESTS THAT THE SCHOOL SHOULD BE AN EVALUATION UNIT TO DETECT POSSIBLE FALLOUT EFFECTS. RESULTS OF THE IMPLEMENTATION OF THIS STRATEGY IN CINCINNATI ARE DISCUSSED. THIS SPEECH WAS PRESENTED AT THE AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION CONVENTION (DALLAS, TEXAS, MARCH, 1967). (PS)

ED 013 477 EA 000 143
MORPHET, EDGAR L. RYAN, CHARLES O.
PROSPECTIVE CHANGES IN SOCIETY BY 1980, INCLUDING SOME IMPLICATIONS FOR EDUCATION, REPORTS PREPARED FOR THE AREA CONFERENCE (1ST, DENVER, JUNE 29-JULY 1, 1966).
DESIGNING EDUCATION FOR THE FUTURE, DENVER, COLO.
PUB DATE JUL 66
EDRS PRICE MF-\$1.25 HC-\$10.80 268P.

DESCRIPTORS *EDUCATIONAL CHANGE, *EDUCATIONAL OBJECTIVES, *EDUCATIONAL PLANNING, *SOCIAL CHANGE, *STATE PROGRAMS, COLLECTIVE BARGAINING, COMMUNICATIONS, DENVER, ECONOMIC FACTORS, HEALTH EDUCATION, HUMANITIES, INFORMATION SYSTEMS, LABOR UNIONS, NATURAL RESOURCES, ORGANIZATIONS (GROUPS), POPULATION TRENDS, TECHNOLOGICAL ADVANCEMENT, TRANSPORTATION, URBANIZATION.

FIFTEEN PAPERS RELATED TO VARIOUS ASPECTS OF PROJECTED SOCIAL CHANGE WERE PRESENTED AT THE FIRST AREA CONFERENCE OF "DESIGNING EDUCATION FOR THE FUTURE," AN EIGHT-STATE PROJECT OF JOINT ACTION BY ARIZONA, COLORADO, IDAHO, MONTANA, NEVADA, NEW MEXICO, UTAH, AND WYOMING. THE 15-YEAR PROJECTION FOCUSED UPON IMPLICATIONS FOR EDUCATION IN THE ROCKY MOUNTAIN STATES AND CONSIDERED NATURAL RESOURCE TRENDS, ADVANCES IN MEDICAL SCIENCES, HEALTH AND WELFARE, ECONOMIC DEVELOPMENT, FEDERAL-STATE-LOCAL COOPERATION, URBANIZATION, INDUSTRIAL RELATIONS, COMMUNICATIONS AND INFORMATION SYSTEMS, TECHNOLOGY, POPULATION TRENDS NATIONALLY AND IN THE EIGHT-STATE AREA, THE FUTURE OF THE HUMANITIES, AND HUMAN RESPONSIBILITIES IN THE EMERGING SOCIETY. THE PAPERS WERE DELIVERED BY NATIONALLY RE-

COGNIZED CONSULTANTS. THE PROJECT IS CONCERNED WITH ALL ASPECTS OF EDUCATION AFFECTING THE IMPROVEMENT AND STRENGTHENING OF RESPECTIVE STATE EDUCATIONAL AGENCIES. THIS DOCUMENT IS ALSO AVAILABLE FROM DESIGNING EDUCATION FOR THE FUTURE, PROJECT OFFICE, 1362 LINCOLN STREET, DENVER, COLORADO 80203, UNTIL SUPPLY IS EXHAUSTED. (JK)

ED 013 478 EA 000 555
THE STATUS AND FUNCTIONS OF THE LOCAL SCHOOL BUSINESS ADMINISTRATOR.
AMERICAN ASSN. OF SCHOOL ADMINISTRATORS
PUB DATE NOV 66
EDRS PRICE MF-00.25 HC-\$2.32 56P.

DESCRIPTORS *ADMINISTRATIVE PERSONNEL, *RESPONSIBILITY, *SALARIES, *SUPERVISION, *SUPERVISOR QUALIFICATIONS, DISTRICT OF COLUMBIA, OCCUPATIONAL INFORMATION, PUBLIC SCHOOL SYSTEMS, QUESTIONNAIRES, STATUS, TABLES (DATA).

INFORMATION REGARDING TITLE AND STATUS, RESPONSIBILITIES, PERSONNEL SUPERVISION, SALARIES, QUALIFICATIONS, AND JOB DESCRIPTIONS OF SCHOOL BUSINESS ADMINISTRATORS WAS OBTAINED FROM INDIVIDUAL SCHOOL SYSTEMS THROUGHOUT THE COUNTRY. THE INFORMATION WAS RECEIVED FROM 239 OF THE 274 QUESTIONNAIRES. THIS CIRCULAR IS ALSO AVAILABLE FROM EDUCATIONAL RESEARCH SERVICE, 1201 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036, 56 PAGES, \$1.25. (HW)

ED 013 479 EA 000 572
MORPHET, EDGAR L. RYAN, CHARLES O.
IMPLICATIONS FOR EDUCATION OF PROSPECTIVE CHANGES IN SOCIETY, REPORTS PREPARED FOR THE AREA CONFERENCE (2D, SALT LAKE CITY, OCTOBER 24-26, 1966).
DESIGNING EDUCATION FOR THE FUTURE, DENVER, COLO.
PUB DATE JAN 67
EDRS PRICE MF-\$1.25 HC-\$13.40 333P.

DESCRIPTORS *EDUCATIONAL CHANGE, *EDUCATIONAL OBJECTIVES, *EDUCATIONAL PLANNING, *SOCIAL CHANGE, *STATE PROGRAMS, ADMINISTRATIVE ORGANIZATION, ADULT EDUCATION, CITIZENSHIP RESPONSIBILITY, COMPENSATORY EDUCATION, DENVER, EDUCATIONAL ADMINISTRATION, EDUCATIONAL ENVIRONMENT, EDUCATIONAL RESEARCH, FINANCIAL SUPPORT, HIGHER EDUCATION, PERSONNEL POLICY, POSTSECONDARY EDUCATION, SALT LAKE CITY, STATE DEPARTMENTS OF EDUCATION, VOCATIONAL EDUCATION.

AT A CONFERENCE IN SALT LAKE CITY, UTAH, OCTOBER 24-26, 1966, SPONSORED BY EIGHT ROCKY MOUNTAIN STATES, SIXTEEN PAPERS AND FOUR SUPPLEMENTARY STATEMENTS WERE GIVEN BY EDUCATIONAL AUTHORITIES TO DEFINE PROSPECTIVE CHANGES IN SOCIETY BY 1980 AND TO CONSIDER THEIR IMPLICATIONS FOR EDUCATION. FACTORS INFLUENCING EDUCATIONAL CHANGE INCLUDE POPULATION INCREASE, IMPROVED COMMUNICATIONS FACILITIES AND PROCEDURES, POPULATION MOBILITY, STEADILY RISING ECONOMIC PRODUCTION, INCREASE IN SIZE OF WORK FORCE AND KINDS OF OCCUPATIONS, AND IDEOLOGICAL CONFLICT. STRUCTURAL IMPLICATIONS REQUIRE REVISIONS OF THE LOCAL SCHOOL DISTRICT, THE NATIONAL EDUCATIONAL PROGRAM, THE

FINANCIAL BASE OF EDUCATION, THE STATE DEPARTMENT OF EDUCATION, AND AN EXPANSION OF RESEARCH AND DEVELOPMENT IN EDUCATION. CURRICULUM AREAS NEEDING REVIEW ARE OUTLINED AND ORGANIZATIONAL INNOVATIONS ARE SUGGESTED. OTHER CONSIDERATIONS INCLUDE—(1) SELF-RENEWING MECHANISMS TO INSURE AN EFFECTIVE EDUCATIONAL PROGRAM FOR ACHIEVING THE GOALS OF A SINGLE SCHOOL, (2) THE SOCIAL AND PSYCHOLOGICAL CONDITIONS OF LEARNING, (3) COMPENSATORY EDUCATION, (4) VOCATIONAL EDUCATION, (5) COMMUNITY COLLEGES, (6) ADULT AND CONTINUING EDUCATION, (7) COLLEGE AND UNIVERSITY RELATIONSHIPS, (8) LEADERSHIP AND CONTROL OF THE AMERICAN SCHOOL SYSTEM, (9) PERSONNEL POLICIES AND PRACTICES, (10) LOCAL EDUCATIONAL ORGANIZATION AND ADMINISTRATION, (11) THE STATE'S RESPONSIBILITIES FOR EDUCATION, AND (12) THE DEVELOPMENT OF POLITICAL COMPETENCE THROUGH EDUCATION. COPIES OF THIS DOCUMENT ARE ALSO AVAILABLE FROM DESIGNING EDUCATION FOR THE FUTURE, 1362 LINCOLN STREET, DENVER, COLORADO 80203, UNTIL SUPPLY IS EXHAUSTED. (JK)

ED 013 480

EA 000 594

BRIDGES, EDWIN M.

A MODEL FOR SHARED DECISION MAKING IN THE SCHOOL PRINCIPALSHIP.

CENTRAL MIDWESTERN REGIONAL

EDUC. LAB., ST. ANN, MO

REPORT NUMBER CEMREL-OP-NO-2-1967

PUB DATE 67

CONTRACT OEC-3-6-001507-1507

EDRS PRICE MF-\$0.25 HC-\$0.64 14P.

DESCRIPTORS *DECISION MAKING, *PRINCIPALS, *TEACHER ADMINISTRATOR RELATIONSHIP, *TEACHER PARTICIPATION, *TEACHERS, ADMINISTRATIVE POLICY, LEADERSHIP, SCHOOL SYSTEMS, ST. ANN.

RESEARCH SUGGESTS THAT TEACHER PARTICIPATION IN DECISIONMAKING HAS DESIRABLE CONSEQUENCES. WHEN THE PRINCIPAL INVOLVES TEACHERS IN MAKING DECISIONS WHICH ARE LOCATED IN THEIR ZONE OF INDIFFERENCE, PARTICIPATION IS LESS EFFECTIVE. A TEACHER IS INTERESTED IN PARTICIPATING IF THE DECISION IS RELEVANT TO HIM AND IF HE IS CAPABLE OF CONTRIBUTING TO THE DECISION. WHEN THE PRINCIPAL HAS DECIDED AT WHAT PHASE IN THE DECISIONMAKING PROCESS TEACHERS WILL BE INCLUDED AND WHAT THEIR ROLE WILL BE, HE MUST DETERMINE THE CONSTITUTIONAL ARRANGEMENT OF THE GROUP (PARTICIPANT-DETERMINING, PARLIAMENTARIAN, OR DEMOCRATIC-CENTRALIST). DECISIONS APPROPRIATE FOR PARTICIPANT-DETERMINING HOLD HIGH RELEVANCE TO THE TEACHERS. WHEN TEACHERS' INTERESTS ARE CONFLICTING, THE PARLIAMENTARIAN STYLE IS MOST APPROPRIATE FOR ACHIEVING CONSENSUS, AND WHEN BOTH TEACHERS' VIEWS AND THE PRINCIPAL'S FINAL JUDGMENT ARE REQUIRED, THE DEMOCRATIC-CENTRALIST STYLE IS MOST FEASIBLE. IN ALL THREE STRUCTURES, THE PRINCIPAL MUST FACILITATE THE GROUP EFFORT IN ORDER TO MAINTAIN THE NECESSARY LEADERSHIP POSITION. (HM)

ED 013 481

EA 000 665

MORPHET, EDGAR L. RYAN, CHARLES O. PLANNING AND EFFECTING NEEDED

CHANGES IN EDUCATION, REPORTS PREPARED FOR THE AREA CONFERENCE (3D, SCOTTSDALE, ARIZONA, APRIL 3-5, 1967). DESIGNING EDUCATION FOR THE FUTURE, DENVER, COLO.

PUB DATE JUN 67

EDRS PRICE MF-\$1.25 HC-\$12.16 327P.

DESCRIPTORS *EDUCATIONAL CHANGE, *EDUCATIONAL OBJECTIVES, *EDUCATIONAL PLANNING, *EDUCATIONAL STRATEGIES, *STATE PROGRAMS, BOARD OF EDUCATION ROLE, CHANGE AGENTS, DENVER, ECONOMIC FACTORS, EDUCATIONAL IMPROVEMENT, EDUCATIONAL RESEARCH, POLITICAL POWER, POWER STRUCTURE, RESEARCH AND DEVELOPMENT CENTERS, SCOTTSDALE, STATE DEPARTMENTS OF EDUCATION, SUPERINTENDENT ROLE, URBAN SCHOOLS.

NINETEEN POSITION PAPERS AND ACCOMPANYING SUPPLEMENTARY STATEMENTS FOCUS ON ASPECTS OF EDUCATIONAL PLANNING STUDIED AT THE THIRD CONFERENCE OF A ROCKY MOUNTAIN STATE PROJECT, "DESIGNING EDUCATION FOR THE FUTURE," HELD APRIL 3-5, 1967, IN SCOTTSDALE, ARIZONA. THE PURPOSE OF THE CONFERENCE WAS TO IDENTIFY CHANGES NEEDED FOR THE IMPROVEMENT OF EDUCATION IN THE RESPECTIVE STATES, TO DETERMINE APPROPRIATE GOALS, AND TO EXAMINE THE PLANNING AND CHANGE PROCESSES NEEDED TO ACCOMPLISH THESE OBJECTIVES. INDIVIDUAL STATE PARTICIPATION IN THE LONG RANGE PROJECT INCLUDED APPOINTMENT OF A PROJECT COORDINATOR, AN ADVISORY COMMITTEE, AND STUDY COMMITTEES TO CARRY OUT RELATED ACTIVITIES OF THE STATE AND TO ASSURE EFFECTIVE PLANNING AND CONDUCTING OF THE PROJECT. IN CONSIDERING EDUCATIONAL NEEDS THROUGH 1980, PARTICULAR ATTENTION WAS GIVEN TO DEFINING THE COMPONENTS OF THE PLANNING PROCESS AND TO FORMULATING PROCEDURES FOR EFFECTING THE DESIRED CHANGE. OTHER ASPECTS OF EDUCATIONAL IMPROVEMENT CONSIDERED INCLUDED RESEARCH UTILIZATION, POLITICAL PROBLEMS AND POWERS INVOLVED IN ACCOMPLISHING EDUCATIONAL CHANGE, EDUCATIONAL CHANGE WITH RESPECT TO INDIVIDUAL SCHOOLS AND TO LOCAL SYSTEMS, EDUCATIONAL CHANGE IN URBAN AREAS, THE ROLES OF VARIOUS PARTICIPANTS (SUPERINTENDENTS, BOARD MEMBERS, AND NONEDUCATORS) IN ACHIEVING EDUCATIONAL OBJECTIVES, THE STATE AGENCY FOR EDUCATION, AND STATE PLANNING IN PUBLIC EDUCATION. COPIES OF THIS DOCUMENT ARE ALSO AVAILABLE FROM DESIGNING EDUCATION FOR THE FUTURE, 1362 LINCOLN STREET, DENVER, COLORADO 80203, UNTIL SUPPLY IS EXHAUSTED. (JK)

ED 013 482

EA 000 693

STOKE, HAROLD W.

VIEWPOINTS FOR THE STUDY OF THE ADMINISTRATION OF HIGHER EDUCATION.

OREGON UNIV., EUGENE

PUB DATE NOV 66

EDRS PRICE MF-\$0.25 HC-\$1.92 46P.

DESCRIPTORS *ADMINISTRATIVE PERSONNEL, *ADMINISTRATIVE PROBLEMS, *ADMINISTRATOR ROLE, *EDUCATIONAL ADMINISTRATION, *HIGHER EDUCATION, DECISION MAKING, ECONOMICS, EDUCATIONAL DEMAND, EDUCATIONAL OBJECTIVES, EDUCATIONAL PHILOSOPHY, EDUCATIONAL RESEARCH, EUGENE, INVESTMENT, POLITICAL SCIENCE, PSYCHOLOGY, PUBLIC RELATIONS, SOCIAL

SCIENCES, SOCIOLOGY, STUDENT ENROLLMENT.

HIGHER EDUCATION MUST BE VIEWED IN TERMS OF ECONOMICS, POLITICAL SCIENCE, SOCIOLOGY, AND PSYCHOLOGY. THE TYPES OF QUESTIONS WHICH SOCIAL SCIENTISTS USUALLY ASK ABOUT ORGANIZATIONS AND AGENCIES IN INDUSTRY, BUSINESS, AND OTHER SETTINGS ARE RAISED ABOUT COLLEGES AND UNIVERSITIES. STUDENT AND ADMINISTRATOR PROBLEMS CONNECTED WITH THE DIVERSITY AND POTENTIAL STUDENT CHOICE OF INSTITUTIONS ARE DISCUSSED IN TERMS OF PUBLIC AND PRIVATE INSTITUTIONS, CHURCH-RELATED INSTITUTIONS, COLLEGES VERSUS UNIVERSITIES, AND THE COMMUNITY COLLEGE. ORGANIZATIONAL PROBLEMS ARE BETTER ANALYZED WITH CONCEPTS OF "MEANING" AND "PURPOSE" RATHER THAN IN TERMS OF THE STANDARD "OPERATIONAL" QUESTION. THE SOCIAL SCIENCES CAN BE STUDIED IN TERMS OF EDUCATIONAL DEMAND, HIGHER EDUCATION AS AN INVESTMENT, HIGHER EDUCATION AS A BUSINESS ENTERPRISE, HIGHER EDUCATION AS A POLITICAL SCIENCE, AND EDUCATIONAL BUREAUCRACY, PSYCHOLOGY, SOCIOLOGY, AND HISTORY. EDUCATIONAL PHILOSOPHY ON SUCH FACTORS AS DECISIONMAKING, INTERPRETATION, AND ARTFULNESS IS IMPORTANT IN DETERMINING THE SUCCESS OF ADMINISTRATORS. TWO ADDITIONAL PROBLEMS FACING ADMINISTRATORS ARE THE CRISIS PROBLEM AND THE CONTINUING PROBLEM. THE CRISIS PROBLEM ENTAILS THE UPSURGE OF STUDENT ENROLLMENT, THE EXPANSION OF RESEARCH, AND THE DEVELOPMENT OF NEW AND DEMANDING PROGRAMS OF PUBLIC SERVICE. THE CONTINUING PROBLEMS INVOLVE THE ESTABLISHMENT OF THE PURPOSES AND PROCESSES OF EDUCATION AND THE APPRAISAL OF THE RESULTS. THIS DOCUMENT IS ALSO AVAILABLE FROM THE CENTER FOR THE ADVANCED STUDY OF EDUCATIONAL ADMINISTRATION, UNIVERSITY OF OREGON, EUGENE, OREGON 97403, FOR \$1.00. (HW)

ED 013 483

EA 000 714

CARLSON, RICHARD O.

BARRIERS TO CHANGE IN PUBLIC SCHOOLS.

OREGON UNIV., EUGENE

PUB DATE FEB 65

EDRS PRICE MF-\$0.25 HC-\$0.64 14P.

DESCRIPTORS *CHANGE AGENTS, *EDUCATIONAL CHANGE, *EDUCATIONAL INNOVATION, *PUBLIC SCHOOLS, *SUPERINTENDENT ROLE, EDUCATIONAL PRACTICE, EDUCATIONAL RESEARCH, EUGENE, RESEARCH AND DEVELOPMENT CENTERS, SCHOOL COMMUNITY RELATIONSHIP, SCHOOL DISTRICT SPENDING.

THREE FACTORS INFLUENCING THE SLOW CHANGE FACILITY OF EDUCATION ARE EXAMINED. (1) THE EDUCATIONAL SYSTEM LACKS A PROFESSIONAL INNOVATOR. COUNTY AND STATE LEVELS OF PUBLIC EDUCATION LARGELY CONFINE THEIR ROLE TO REGULATION AND NEGLECT THE ADVOCATION OF CHANGE. ON THE LOCAL LEVEL, THE SCHOOL SUPERINTENDENT IS EXPECTED TO OPERATE BOTH AS A CENTRAL PART OF HIS UNIT AND AS THAT UNIT'S AGENT OF CHANGE. (2) INADEQUATE RESEARCH, EXPERIMENTATION, AND DEVELOPMENT OF EDUCATIONAL INNOVATIONS RESULT IN A LACK OF KNOWLEDGE ABOUT NEW EDUCATIONAL PRACTICES. THIS DEFICIENCY MAY BE RECTIFIED IN THE FU-

TURE BY THE ESTABLISHMENT OF FEDERALLY FUNDED EDUCATIONAL RESEARCH, DEVELOPMENT, AND DISSEMINATION CENTERS AT MAJOR UNIVERSITIES. (3) PUBLIC SCHOOLS, SINCE THEY PROVIDE AN INDISPENSABLE SERVICE, ARE PROTECTED, CARED FOR, AND ASSURED OF CONTINUED EXISTENCE IN THE MANNER OF A "DOMESTICATED" ANIMAL. CONSEQUENTLY, THEY EXPERIENCE LITTLE NEED FOR OR INTEREST IN CHANGE. EARLIER RESEARCH FINDINGS BY THE LATE PAUL MORT SUGGESTED THAT INNOVATIONS ARISE DIRECTLY IN PROPORTION TO PER-CHILD EXPENDITURE IN THE SCHOOL DISTRICT. NEW DATA, HOWEVER, REJECT ANY RELATIONSHIP BETWEEN ADOPTION OF EDUCATIONAL INNOVATIONS AND EXPENDITURE PER CHILD, STRESSING RATHER THE IMPORTANCE OF SCHOOL ADMINISTRATORS IN THE INNOVATING PROCESS. THE COMPLETE DOCUMENT, "CHANGE PROCESSES IN THE PUBLIC SCHOOLS," IS AVAILABLE FROM THE CENTER FOR THE ADVANCED STUDY OF EDUCATIONAL ADMINISTRATION, UNIVERSITY OF OREGON, EUGENE, OREGON 97403, FOR \$2.00. (SS)

ED 013 484 EA 000 716

GALLAHER, ART, JR.
DIRECTED CHANGE IN FORMAL ORGANIZATIONS-THE SCHOOL SYSTEM.
OREGON UNIV, EUGENE

PUB DATE FEB 65

EDRS PRICE MF-\$0.25 HC-\$1.00 23P.

DESCRIPTORS *ADMINISTRATOR ROLE, *CHANGE AGENTS, *EDUCATIONAL CHANGE, *EDUCATIONAL INNOVATION, *PUBLIC SCHOOLS, ANTHROPOLOGY, CULTURE CONFLICT, EUGENE.

FROM AN ANTHROPOLOGICAL POINT OF VIEW, THE SUCCESS OF AN ADVOCATE TO ACHIEVE DIRECTED CHANGE IN A FORMAL ORGANIZATION DEPENDS PRIMARILY UPON FOUR VARIABLES-(1) THE WAY THE ADVOCATE PLAYS HIS ROLE, (2) THE TARGET SYSTEM'S DEPENDENCE UPON AUTHORITY, (3) THE EXPECTATION OF CHANGE SHARED BY MEMBERS OF THE TARGET SYSTEM, AND (4) THE EXTENT OF THE TARGET SYSTEM'S FELT NEED FOR CHANGE. NETWORKS OF INFORMAL RELATIONS AND UNOFFICIAL NORMS MAY IMPEDE ACCEPTANCE OF INNOVATION. THE FORMAL ORGANIZATION'S SIGNIFICANCE FOR CHANGE IS DERIVED FROM THE BOUNDARIES FOR WHICH THE ORGANIZATION'S AUTHORITY IS LEGITIMATED, GOALS ARE DEFINED, AND DECISIONS ARE MADE. SUCCESSFUL INNOVATION IN THE SCHOOL SYSTEM AS A FORMAL ORGANIZATION, THEREFORE, REQUIRES KNOWLEDGE OF BOTH THE FORMAL AND INFORMAL ASPECTS OF THE SYSTEM. THE POSSIBLE NECESSITY OF DERIVING INNOVATIONS FROM LARGER REGIONAL OR NATION-STATE SYSTEMS TO SOLVE PROBLEMS WITHIN THE LOCAL CLIENT-SERVING SCHOOL SYSTEM CONSTITUTES A MAJOR PROBLEM AREA FOR EDUCATIONAL INNOVATORS. BECAUSE THE SCHOOL ADMINISTRATOR OCCUPIES A BALANCING ROLE, MAINTAINING A WORKING EQUILIBRIUM BETWEEN COMPONENT ELEMENTS OF THE SCHOOL SYSTEM, A NEW AND SPECIFICALLY INNOVATIVE ACTIVITY IS SUGGESTED, TO WHICH PERSONNEL WOULD BE ASSIGNED AS ADVOCATES FOR THE EXPRESS PURPOSE OF MANAGING EDUCATIONAL CHANGE. THE COMPLETE DOCUMENT, "CHANGE PROCESSES IN THE PUBLIC SCHOOLS," IS AVAILABLE FROM THE

CENTER FOR THE ADVANCED STUDY OF EDUCATIONAL ADMINISTRATION, UNIVERSITY OF OREGON, EUGENE, OREGON 97403, FOR \$2.00. (JK)

ED 013 485 EA 000 719

TOPE, DONALD E. AND OTHERS
SEMINAR ON CHANGE PROCESSES IN THE PUBLIC SCHOOLS.

OREGON UNIV, EUGENE

PUB DATE FEB 65

EDRS PRICE MF-\$0.25 HC-\$0.56 22P.

DESCRIPTORS *ADMINISTRATOR ROLE, *EDUCATIONAL CHANGE, *EDUCATIONAL RESEARCH, *PUBLIC SCHOOLS, *SUPERINTENDENT ROLE, ADMINISTRATIVE POLICY, CHANGE AGENTS, EUGENE, SEMINARS.

SUMMARIES OF THE SEMINAR AND OF FOUR GROUP DISCUSSIONS IN THE SEMINAR ON CHANGE PROCESSES IN THE PUBLIC SCHOOLS ARE PRESENTED. TOPICS OF THE FOUR GROUPS INCLUDED-(1) LANGUAGE USAGE AND THE ROLE OF THE SUPERINTENDENT, (2) RESEARCH IN EDUCATION, (3) ADMINISTRATOR'S DECISION-MAKING PROCESSES, AND (4) EDUCATIONAL INNOVATION. DONALD E. TOPE OF THE UNIVERSITY OF OREGON SUMMARIZED THE SEMINAR AROUND FOUR MAIN POINTS-(1) THE ADMINISTRATOR DOES MAKE A DIFFERENCE, (2) THE INSIGHTS AND KNOWLEDGE OF THOSE WHO STUDY HUMAN BEHAVIOR AND HUMAN INSTITUTIONS ARE RELEVANT TO SCHOOL ADMINISTRATION, (3) THERE IS A NEED FOR RESEARCH INTO THE PRACTICAL PROBLEMS OF EDUCATION, AND (4) THERE IS A DISTINCTION BETWEEN THE ADMINISTRATOR ACTING AS THE ADVOCATE OF CHANGE AND ACTING AS A MEDIATOR. THE COMPLETE DOCUMENT, "CHANGE PROCESSES IN THE PUBLIC SCHOOLS," IS AVAILABLE FROM THE CENTER FOR THE ADVANCED STUDY OF EDUCATIONAL ADMINISTRATION, UNIVERSITY OF OREGON, EUGENE, OREGON 97403, FOR \$2.00. (HW)

ED 013 486 EA 000 737

BUCHANAN, PAUL C.
CRUCIAL ISSUES IN ORGANIZATIONAL DEVELOPMENT.

NATIONAL TRAINING LABS, WASHINGTON, D.C.

PUB DATE 67

EDRS PRICE MF-\$0.25 HC-\$1.04 24P.

DESCRIPTORS *CASE STUDIES (EDUCATION), *ORGANIZATIONAL CHANGE, *PROGRAM DESCRIPTIONS, *PROGRAM EFFECTIVENESS, *SCHOOL ORGANIZATION, COMMUNICATION PROBLEMS, COMPARATIVE ANALYSIS, DISTRICT OF COLUMBIA, MODELS.

SEVERAL CASES OF ORGANIZATION DEVELOPMENT ARE EXAMINED FOR COMMON STRATEGIES APPLIED IN A SELECTED GROUP OF CASES. STUDIES SELECTED MET THE CONCEPT OF ORGANIZATION DEVELOPMENT AND PROVIDED SUFFICIENT INFORMATION TO INDICATE CASE OUTCOME. AFTER SELECTING THE STUDIES, THE STRATEGY AND ISSUES OF EACH WERE IDENTIFIED, AND COMPARISONS WERE MADE OF CASES CLASSED AS SUCCESSFUL AND UNSUCCESSFUL (OBJECTIVES NOT FULLY REALIZED). THIS PROCESS ALLOWED EVALUATION OF THE CRUCIAL ISSUES "WHICH MADE A DIFFERENCE" IN THE PROCESS OF ORGANIZATIONAL DEVELOPMENT. WHEN COMPARING THE SUCCESSFUL AND UNSUCCESSFUL CASES, THE MOST CONSPICUOUS ISSUE WAS THAT OF LINKAGE BE-

TWEEN THE TARGET SYSTEM AND THE LARGER (EXTERNAL) SYSTEM. IN TWO OF THREE UNSUCCESSFUL CASES, CHANGES WERE INITIATED AND PROGRESS WAS BEING MADE, ONLY TO BE HALTED BECAUSE OF MANAGEMENT ACTION ABOVE AND OUTSIDE THE TARGET SYSTEM. IN BOTH CASES, CHANGE WOULD HAVE BEEN FAVORABLY EVENTUATED IF IT HAD NOT BEEN FOR THE LINKAGE BREAKDOWN BETWEEN THE EXTERNAL MANAGEMENT AND THE CHANGE AGENT. ANOTHER IMPORTANT ISSUE DELINEATED THROUGH SUCCESSFUL AND UNSUCCESSFUL CASE COMPARISON WAS THAT OF LINKAGE WITH PERSONS, ISSUES, AND/OR PARTS WITHIN THE TARGET SYSTEM. THE CASES USED A VARIETY OF WAYS TO COPE WITH MANY SIMILAR ISSUES. OF THE 33 ISSUES, THREE ISSUES HAVE BEEN IDENTIFIED AS HAVING CENTRAL IMPORTANCE IN ORGANIZATION DEVELOPMENT-(1) INTRODUCING A NEW MODEL OF OPERATION WHICH THE ORGANIZATION MEMBERS CAN CONSIDER AS A BASIS FOR FORMULATING IMPROVEMENT, (2) SEQUENCING OBJECTIVES AND ACTION STEPS IN SUCH A WAY THAT LINKAGE IS ESTABLISHED BETWEEN THE INITIAL POINT OF CHANGE AND THE EXTERNAL SYSTEM WITH WHICH THE TARGET SYSTEM HAS IMPORTANT INTERDEPENDENCY, AND (3) SEQUENCING STEPS TO ESTABLISH LINKAGE BETWEEN THE INITIAL POINT OF CHANGE AND THE OPERATION INTERNAL TO THE TARGET SYSTEM. THIS ARTICLE APPEARS IN "CHANGE IN SCHOOL SYSTEMS," AND IS ALSO AVAILABLE FROM THE NATIONAL TRAINING LABORATORIES, NATIONAL EDUCATION ASSOCIATION, 1201 SIXTEENTH STREET, N.W. WASHINGTON, D.C. 20036 FOR \$2.50. (JK)

ED 013 487 EA 000 742

TARCHER, MARTIN
LEADERSHIP-ORGANIZATION AND STRUCTURE.

PUB DATE 07 MAR 67

EDRS PRICE MF-\$0.25 HC-\$0.76 17P.

DESCRIPTORS *CURRICULUM DEVELOPMENT, *EDUCATIONAL CHANGE, *HIGHER EDUCATION, *INTERDISCIPLINARY APPROACH, *LEADERSHIP, CHICAGO, EXPERIMENTAL TEACHING, LEARNING PROCESSES, SOCIAL CHANGE, SOCIAL VALUES, STUDENT RESEARCH.

LEADERSHIP IN SOCIAL RECONSTRUCTION MUST BEGIN IN THE COLLEGES AND UNIVERSITIES. THE NEED FOR CHANGES IN STRUCTURE, ORGANIZATION, AND GOALS OF HIGHER EDUCATION IS BASED UPON THREE ASSUMPTIONS-(1) HIGHER EDUCATION IS LARGELY IRRELEVANT UNLESS IT FULFILLS ITS FUNCTION AS AN INSTRUMENT OF CONTINUOUS, CONSTRUCTIVE SOCIAL CRITICISM, (2) HIGHER EDUCATION SHOULD HELP STUDENTS TO GAIN A THEORETICAL FRAMEWORK OF VALUES, IDEAS, AND SCIENTIFIC HABITS OF THOUGHT AND ACTION SO THAT THEY MAY BETTER UNDERSTAND, CONTROL, AND IMPROVE THEIR NATURAL-SOCIAL ENVIRONMENTS, AND (3) SCHOOLS WILL FULFILL NEITHER OF THESE UNTIL THEY BECOME INTEGRATIVE RATHER THAN FRAGMENTATIVE. OUR SOCIETY NEEDS BROAD SPECIALISTS WHO SEE THE DATA AND THEORY OF THEIR DISCIPLINES WITHIN THE BROADER CONTEXT OF OUR NATURAL-SOCIAL REALITIES. THE FUTURE INSTITUTION OF HIGHER EDUCATION MUST LEARN THAT THE BEST TEACHING AND THE BEST LEARNING OCCUR IN THE COURSE

OF RESEARCH INVOLVEMENT WHICH IS A METHOD OF CHANGE, NOT MERELY A DESCRIPTION OF WHAT IS. ADVANTAGES TO BE GAINED BY THIS APPROACH INCLUDE THE DESTRUCTION OF BARRIERS BETWEEN TEACHING AND RESEARCH, BROADENING OF FACULTY SCOPE, DEVELOPMENT OF A SENSE OF COMMUNITY, AND STUDENT COMMITMENT TO SOCIAL GOALS. THIS PAPER WAS DELIVERED AT THE NATIONAL CONFERENCE ON HIGHER EDUCATION (22ND, CHICAGO, MARCH 7, 1967). (HM)

ED 013 488 EA 000 755

RICHARDS, JAMES M., JR.
CAN COMPUTERS WRITE COLLEGE ADMISSIONS TESTS.

AMERICAN COLLEGE TESTING PROGRAM,
IOWA CITY, IOWA

REPORT NUMBER ACT-RR-OCT-1966-NO-15

PUB DATE OCT 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *COLLEGE ENTRANCE EXAMINATIONS, *COMPUTERS, *PROGRAMMING, *READING COMPREHENSION, *TEST CONSTRUCTION, ADMISSION CRITERIA, AUTOMATION, EVALUATION, IOWA CITY, MULTIPLE CHOICE TESTS, SCORING, TESTING.

WITH EXISTING COMPUTER TECHNOLOGY, TESTS FOR SCREENING COLLEGE APPLICANTS CAN BE WRITTEN BY COMPUTERS. RESULTS OF A 72-ITEM COMPUTER-WRITTEN SYNONYMS TEST WERE COMPARED WITH THOSE OF THE ETS WIDE RANGE VOCABULARY TEST. BOTH TESTS WERE ADMINISTERED IN THE FALL OF 1965 TO ENTERING UNIVERSITY OF IOWA FRESHMEN. AT THE END OF THE FIRST SEMESTER, THESE RESULTS WERE CORRELATED WITH THE GRADE POINT AVERAGE OF EACH STUDENT. WHILE ITEMS IN THE COMPUTER TEST ARE SOMEWHAT EASIER, AND THE RELIABILITIES ARE LOWER THAN THOSE IN THE WIDE RANGE TEST, THE DATA CONFIRM THAT SYNONYMS TESTS CAN BE SUCCESSFULLY WRITTEN BY COMPUTERS. IT IS POSSIBLE TO AUTOMATE ALL ASPECTS OF COLLEGE ADMISSIONS TESTING. THIS DOCUMENT APPEARS IN "ACT RESEARCH REPORTS," NUMBER 15, OCTOBER, 1966, AND IS AVAILABLE AS ADI DOCUMENT NO. 9174 FROM THE AMERICAN DOCUMENTATION INSTITUTE, ADI AUXILIARY PUBLICATIONS PROJECT, PHOTODUPLICATION SERVICE, LIBRARY OF CONGRESS, WASHINGTON, D.C. 20540, FOR \$1.75 MICROFILM, \$2.50 PHOTOCOPY. (HM)

ED 013 489 EA 000 783

RICHARDS, JAMES M., JR. AND OTHERS
A DESCRIPTION OF MEDICAL COLLEGE ENVIRONMENTS.

PUB DATE 67

EDRS PRICE MF-\$0.25 HC-\$1.08 25P.

DESCRIPTORS *EDUCATIONAL ENVIRONMENT, *MEDICAL SCHOOLS, *MEDICAL STUDENTS, *STUDENT CHARACTERISTICS, CANADA, FACTOR ANALYSIS, PROFESSIONAL EDUCATION, TABLES (DATA).

A FACTOR ANALYSIS OF 28 INSTITUTIONAL CHARACTERISTICS OF ALL CANADIAN AND AMERICAN MEDICAL COLLEGES (N=100) WAS UNDERTAKEN TO DEVELOP A DESCRIPTIVE PROFILE OF MEDICAL COLLEGE ENVIRONMENTS. THE 28 VARIABLES INCLUDED TYPE CHARACTERISTICS, ADMISSIONS REQUIREMENTS, STUDENT CHARACTERISTICS, AND A MISCEL-

LANEOUS CHARACTERISTICS CATEGORY. PRODUCT MOMENT CORRELATIONS AMONG THE 28 VARIABLES WERE COMPUTED AND THE RESULTING MATRIX FACTORED. FOUR FACTORS—AFFLUENCE, CANADIAN VERSUS U.S. ADMISSIONS PRACTICES, SIZE, AND EMPHASIS ON HOSPITAL TRAINING—WERE DETERMINED. THE FOUR FACTOR SCORES WERE ESTIMATED FOR EACH MEDICAL SCHOOL. EACH FACTOR SELECTED HAD VARIABLES WITH HIGH LOADINGS ON ITSELF AND VARIABLES WITH LOW LOADINGS IN OTHER FACTORS. USING THE DOOLITTLE METHOD, MULTIPLE CORRELATIONS BETWEEN FACTORS AND VARIABLES WERE COMPUTED, AND SCALED SCORES (MEAN-50 AND SD-10) FIGURED FOR EACH SCHOOL. CORRELATIONS BETWEEN MEDICAL SCHOOL CHARACTERISTICS AND THOSE OF PARENT UNIVERSITIES WERE ALSO COMPUTED TO DETERMINE THE DEGREE OF INTERACTION BETWEEN THEM. THE RESULT OF THE STUDY IS A FOUR-FACTOR PROFILE FOR USE IN FUTURE RESEARCH ON MEDICAL EDUCATION. THIS PAPER WAS PRESENTED AT THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (NEW YORK, 1967). (JN)

ED 013 490 EA 000 787

HAIN, JOHN H. SMITH, GEORGE J.
EVALUATION OF TEACHERS—THE PRINCIPAL'S DILEMMA.

EDRS PRICE MF-\$0.25 HC-\$0.40 8P.

DESCRIPTORS *ADMINISTRATOR ROLE, *ELEMENTARY SCHOOLS, *PRINCIPALS, *RATING SCALES, *TEACHER EVALUATION, EVALUATION TECHNIQUES.

IN 1966, A STUDY WAS MADE OF THE EVALUATION OF TEACHERS BY THEIR PRINCIPALS. THERE WAS AN 80 PERCENT RESPONSE TO THE RANDOM SAMPLE OF 336 NEW YORK STATE ELEMENTARY SCHOOL PRINCIPALS. SCHOOL SIZE MADE SUPERVISION AND EVALUATION DIFFICULT, ESPECIALLY SINCE MANY PRINCIPALS HAD NO ADMINISTRATIVE HELP. TWO-THIRDS OF THE SCHOOL DISTRICTS PROVIDED PRINCIPALS WITH "RATING FORMS" AS THE BASIC TOOLS OF EVALUATION. ANALYSIS OF THESE FORMS REVEALED INFORMATION ABOUT THE INITIAL MANNER OF EVALUATION AND THE PROBABLE USE OF THESE EVALUATIONS. FORMS WHICH THE TEACHERS SAW AND SIGNED HAD CLEAR DESCRIPTIVE STATEMENTS ABOUT THE TEACHERS, AND FORMS WHICH CONTAINED NO PROVISION FOR TEACHER'S SIGNATURE HAD A LIST OF SINGLE WORDS OR PHRASES WHICH TENDED TO CREATE A "HALO EFFECT." PRINCIPALS FELT THEIR TEACHERS WERE AWARE OF SCHOOL DISTRICT PROCEDURES AND STANDARDS OF SUPERVISION AND EVALUATION. LESS THAN HALF THE PRINCIPALS NOTIFIED TEACHERS OF IMPENDING SUPERVISORY VISITS. MOST HELD A CONFERENCE WITH THE TEACHERS AFTER OBSERVATION, AND ALMOST ALL CARRIED OUT INFORMAL SUPERVISION. RECOMMENDATIONS INCLUDE (1) REDUCTION OF SUPERVISOR-TEACHER RATIO, (2) CONFERENCE AFTER OBSERVATION, (3) AVAILABILITY TO TEACHERS OF THE PRINCIPAL'S WRITTEN REPORT, (4) JOINT SUPERVISOR-TEACHER DEVELOPMENT OF STANDARDS AND PROCEDURES OF SUPERVISION AND EVALUATION, (5) PRINCIPAL'S CONSULTATION WITH SENIOR TEACHERS REGARDING REAPPOINTMENT, AND (6) PERIODICAL REVIEW AND REVISION OF THE STANDARDS AND PROCEDURES. (CC)

ED 013 491

EA 000 792

QUADE, E.S.

COST-EFFECTIVENESS—SOME TRENDS IN ANALYSIS.

RAND CORP., SANTA MONICA, CALIF.

REPORT NUMBER P-3529

REPORT NUMBER AD-650-129

PUB DATE MAR 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *COMPUTER ORIENTED PROGRAMS, *COST EFFECTIVENESS, *DECISION MAKING SKILLS, *GAME THEORY, *MATHEMATICS, AUTOMATION, CYBERNETICS, DECISION MAKING, DELPHI TECHNIQUE, MODELS, QUESTIONNAIRES, SANTA MONICA.

THREE METHODS OF COST-EFFECTIVENESS ARE DISCUSSED—USE OF COMPUTERS, MATHEMATICS, AND EXPERTISE. THE USE OF EXPERTISE IS EMPHASIZED. THE DISCUSSION ON EXPERTISE JUDGMENT IS BASED ON PAPERS BY O. HELMER, WHICH ILLUSTRATE THE DELPHI METHOD OR CYBERNETIC ARBITRATION. ALTHOUGH COMPUTER AND MATHEMATICAL ANALYSIS (PARTICULARLY GAME THEORY) ARE BECOMING INCREASINGLY SIGNIFICANT IN COST-EFFECTIVENESS ANALYSIS, IT IS THE AUTHOR'S OPINION THAT FOR COMPLEX QUESTIONS, INTUITION AND JUDGMENT MUST CONTINUE TO SUPPLEMENT SYSTEMATIC ANALYSIS. THIS PAPER WAS PREPARED FOR PRESENTATION DURING THE SHORT COURSE, "COST EFFECTIVENESS, THE ECONOMIC EVALUATION OF ENGINEERED SYSTEMS" (UNIVERSITY OF CALIFORNIA, LOS ANGELES, MARCH 27-31, 1967) AND IS AVAILABLE AS AD 650 129 FROM CLEARINGHOUSE FOR FEDERAL SCIENTIFIC AND TECHNICAL INFORMATION, CAMERON STATION, SPRINGFIELD, VIRGINIA 22314, FOR \$3.00 HC, \$0.65 MF. (HW)

ED 013 492

EA 000 801

WITMER, DAVID R.

UNIT COST STUDIES.

WISCONSIN BOARD OF REGENTS OF STATE UNIVERSITIES

PUB DATE 67

EDRS PRICE MF-\$0.25 HC-\$1.88 45P.

DESCRIPTORS *COSTS, *EDUCATIONAL FINANCE, *HIGHER EDUCATION, *LITERATURE REVIEWS, *RESEARCH, BIBLIOGRAPHIES, BUDGETS, EXPENDITURES, FINANCIAL SERVICES, FINANCIAL SUPPORT, INSTRUCTION, MADISON, OPERATING EXPENSES, POLICY FORMATION, PROGRAM PLANNING, SALARIES, STATISTICAL ANALYSIS, TABLES (DATA), UNIVERSITIES.

THE LITERATURE ON UNIT COST STUDIES IS REVIEWED, AND A UNIT COST STUDY IS MADE ON THE WISCONSIN STATE UNIVERSITIES. UNIT COST STUDIES ARE USEFUL IN FOUR WAYS—(1) THEY PROVIDE INFORMATION WHICH CAN BE RELATED TO THE GOALS OF EDUCATION IN MAJOR POLICY FORMATION, (2) THEY PROVIDE A BASIS FOR THE EVALUATION OF EFFICIENCY AT DIFFERENT LEVELS, (3) THEY PROVIDE DATA USEFUL TO A STUDY OF ALTERNATIVES, AND (4) THEY ARE USED IN PROGRAM PLANNING AND BUDGET PREPARATION. A BIBLIOGRAPHY OF RELEVANT LITERATURE IS PROVIDED. (HW)

ED 013 493

EA 000 810

COLEMAN, JAMES S.

RACE RELATIONS AND SOCIAL CHANGE.

JOHNS HOPKINS UNIV., BALTIMORE, MD.

PUB DATE JUL 67

EDRS PRICE MF-\$0.50 HC-\$4.52 411P.

DESCRIPTORS *NEGROES, *RACE RELATIONS, *SOCIAL CHANGE, *SOCIAL MOBILITY, BALTIMORE, CIVIL RIGHTS LEGISLATION, CULTURALLY DISADVANTAGED, ECONOMIC FACTORS, ECONOMICALLY DISADVANTAGED, EDUCATIONALLY DISADVANTAGED, NEGRO EMPLOYMENT, POLITICAL POWER, RESEARCH PROPOSALS, RESOURCES, SCHOOL INTEGRATION, SOCIAL DISCRIMINATION, SOCIALLY DISADVANTAGED, THEORIES.

BASED UPON AN ECONOMIC MODEL OF SOCIAL ASSETS AND DEFICITS, A NUMBER OF THEORETICAL FORMULATIONS ARE SUGGESTED FOR RESEARCH TO DETERMINE HOW NEGROES MAY ATTAIN POWER OR PERSONAL OPPORTUNITY AND STATUS IN AMERICAN SOCIETY EQUIVALENT TO THAT ENJOYED BY THE WHITE MAJORITY. PRIMARY DEFICITS HELD BY NEGROES IN AMERICAN SOCIETY INCLUDE LIMITATION OF SOCIAL ACTION AS A CONSEQUENCE OF SKIN COLOR, RELATIVELY LOW ECONOMIC AND POLITICAL POWER, COMPARATIVELY LOW FAMILY AND COMMUNITY COHESION, AND THE LARGER SOCIETAL ATTRIBUTES OF WHITE PREJUDICE, LIMITED NUMBER OF JOBS REQUIRING LITTLE EDUCATION, AND THE IMPOSSIBILITY OF LIVING ON A SUBSISTENCE ECONOMY. PRIMARY ASSETS INCLUDE GROWING POLITICAL POWER AND AN EXPANDING NATIONAL ECONOMY WHICH MAKE POSSIBLE THE ALLOCATION OF NATIONAL RESOURCES FOR RAISING NEGRO POWER. RESEARCH IS PROPOSED TO DETERMINE WAYS FOR CONVERTING INTO POSITIVE SOCIAL CHANGE FACTORS A NUMBER OF RESOURCES AVAILABLE TO THE NEGRO COMMUNITY, INCLUDING COMMUNITY TRUST AND COHESION, FAMILY AND PERSONAL RESOURCES, LEGISLATIVE PROVISIONS, ECONOMIC SELF-SUFFICIENCY, AND THE POWER POTENTIALS OF DIRECT VOTE, GEOGRAPHIC CONCENTRATION, AND COLLECTIVE ORGANIZATION. A DESCRIPTIVE SUMMARY OF 11 RELEVANT THEORIES OF CHANGE OUTLINES ACTION AREAS (OCCUPATION, FAMILY, SCHOOL, LOCAL COMMUNITY, ELECTIONS, LEGISLATURE, COURTS, AND COLLECTIVE POLITICAL ACTION), SOURCES AND FOCI OF CHANGE (THE INDIVIDUAL, THE COMMUNITY, AND ENVIRONMENTAL CONDITIONS), INTERACTION BETWEEN RESOURCES, AND CORRELATION OF RESOURCE INPUT-OUTPUT WITH ARENAS OF ACTION. THIS PAPER WAS PREPARED FOR A CONFERENCE ON SOCIAL SCIENCE RESEARCH IN RACE RELATIONS (UNIVERSITY OF MICHIGAN, APRIL 7-9, 1967). (JK)

ED 013 494

EA 000 811

NOVICK, DAVID
ORIGIN AND HISTORY OF PROGRAM BUDGETING.
RAND CORP., SANTA MONICA, CALIF.
REPORT NUMBER P-3427
REPORT NUMBER AD-641-442
PUB DATE OCT 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *PLANNING, *PROGRAM BUDGETING, *RESOURCE ALLOCATION, *SYSTEMS ANALYSIS, FEDERAL PROGRAMS, HISTORY, INDUSTRY, MILITARY SCIENCE, SANTA MONICA.

THE ORIGIN AND HISTORICAL DEVELOPMENT OF PROGRAM BUDGETING, WHICH IS CURRENTLY APPLIED TO ALL THE EXECUTIVE OFFICES AND AGENCIES OF THE UNITED STATES GOVERNMENT, IS TRACED. IT WAS RECOGNIZED AND APPLIED AS EARLY AS 1924 BY INDUSTRY,

UTILIZED AS PART OF THE WARTIME CONTROL SYSTEM IN 1942, AND IS USED TODAY BY THE DEPARTMENT OF DEFENSE. THIS IS A TRANSCRIPTION OF A TALK FILMED FOR THE COURSES SPONSORED BY THE U.S. BUREAU OF THE BUDGET AND THE U.S. CIVIL SERVICE COMMISSION FOR ORIENTATION AND TRAINING IN THE PLANNING-PROGRAMMING-BUDGETING SYSTEM, AND IS AVAILABLE AS AD 641 442 FROM CLEARINGHOUSE FOR FEDERAL SCIENTIFIC AND TECHNICAL INFORMATION, CAMERON STATION, SPRINGFIELD, VIRGINIA 22314, FOR \$1.00 HC, AND \$0.50 MF. (HW)

ED 013 495

EA 000 815

SMITH, ROBERT G., JR.
AN ANNOTATED BIBLIOGRAPHY ON PROFICIENCY MEASUREMENT FOR TRAINING QUALITY CONTROL.
GEORGE WASHINGTON UNIV., ALEXANDRIA, VA.
REPORT NUMBER AD-613-522
PUB DATE JUN 64
DOCUMENT NOT AVAILABLE FROM EDRS.
DESCRIPTORS *BIBLIOGRAPHIES, *MEASUREMENT, *QUALITY CONTROL, *TESTS, *TRAINING, ALEXANDRIA, TESTING, TESTING PROGRAMS.

THIS BIBLIOGRAPHY WAS PREPARED TO PROVIDE A SOURCE MANUAL ON TRAINING QUALITY CONTROL. REFERENCES ARE DIVIDED INTO FIVE CATEGORIES: (1) GENERAL PAPERS ON PROFICIENCY MEASUREMENT, ACHIEVEMENT TESTING, RATIONALES, AND BIBLIOGRAPHIES, (2) COMPLETE MANUALS FOR TESTING PROGRAMS OR PERFORMANCE TESTS, (3) STUDIES EVALUATING OR DESCRIBING TEST METHODS, (4) DESCRIPTIONS OF THE RATIONALES AND PROCEDURES FOR COMPLETE QUALITY CONTROL SYSTEMS, AND (5) REPORTS DESCRIBING TESTS OF VARIOUS KINDS AND THEIR DEVELOPMENT. THIS DOCUMENT IS AVAILABLE AS AD 613 522 FROM CLEARINGHOUSE FOR FEDERAL SCIENTIFIC AND TECHNICAL INFORMATION, CAMERON STATION, SPRINGFIELD, VIRGINIA 22314, FOR \$2.00 HC, AND \$0.50 MF. (HW)

ED 013 496

EA 000 822

PIERCE, DOUGLAS R.
DYNAMICS OF INTERPERSONAL INTERACTION, A STUDY OF CONSULTATION AMONG GRADUATE STUDENTS IN A BEGINNING STATISTICS COURSE.

PUB DATE 17 FEB 67

EDRS PRICE MF-\$0.25 HC-\$0.54 19P.

DESCRIPTORS *GRADUATE STUDENTS, *GROUP DYNAMICS, *INTERACTION PROCESS ANALYSIS, *INTERPERSONAL RELATIONSHIP, *SOCIAL EXCHANGE THEORY, HYPOTHESIS TESTING, NEW YORK CITY, STATISTICAL ANALYSIS,

SELF-REPORTS OF INTERACTION AMONG 100 GRADUATE STUDENTS IN TWO SECTIONS OF A FIVE-WEEK SUMMER SESSION COURSE IN ELEMENTARY STATISTICS WERE ANALYZED IN AN ATTEMPT TO INCREASE UNDERSTANDING OF SOCIAL ASSOCIATION AMONG HIGHLY SPECIALIZED PERSONS. SUMMARIES WERE COMPILED FOR 1203 INSTANCES OF INTERACTION-406 OF MUTUAL STUDY-HELP, 388 OF HELP GIVEN TO OTHERS, AND 407 OF HELP RECEIVED FROM OTHERS. MAJOR VARIABLES STUDIED INCLUDED FREQUENCY AND EXTENT OF INTERACTION, SALIENCY AND DIFFICULTY OF LEARNING, ANXIETY, AND SELF-ESTIMATE OF COMPETENCE. STATISTICAL

ANALYSIS PROVIDED LIMITED SUPPORT TO THE STUDY'S PRIMARY THESIS, THAT INTERACTION AMONG HIGHLY SPECIALIZED PEERS MAY BE EXPLAINED BY SOCIAL EXCHANGE THEORY, WITH THE EXTENT OF INTERACTION DEPENDENT UPON PERCEIVED COSTS AND REWARDS. THIS PAPER WAS PRESENTED AT THE ANNUAL MEETING OF THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (NEW YORK, FEBRUARY 17, 1967). (JK)

ED 013 497

EA 000 824

FIELD, IRVING M.
EMPLOYEE GROUP PROPERTY AND LIABILITY INSURANCE.
OREGON UNIV., EUGENE
REPORT NUMBER UO-BUS-PUB-1
PUB DATE MAY 67
DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *GROUP MEMBERSHIP, *INSURANCE PROGRAMS, *MODELS, *ORGANIZATIONS (GROUPS), *STATE LEGISLATION, COSTS, EUGENE, HISTORY, HYPOTHESIS TESTING, OPINIONS, QUESTIONNAIRES, STATISTICAL ANALYSIS, SURVEYS.

AN ATTEMPT IS MADE TO ESTABLISH A THEORETICAL FOUNDATION FOR GROUP PROPERTY AND LIABILITY INSURANCE AND TO ADVANCE THE GENERAL HYPOTHESIS THAT THE PRINCIPLES USED IN INSTALLING AND ADMINISTERING GROUP LIFE AND HEALTH INSURANCE ARE APPLICABLE TO THE INSTALLATION AND ADMINISTRATION OF GROUP PROPERTY AND LIABILITY INSURANCE. A SURVEY WAS CONDUCTED TO UPDATE AND ADVANCE INFORMATION REGARDING EMPLOYEE GROUP PROPERTY AND LIABILITY INSURANCE, TO STUDY APPLICABLE LEGISLATION AND DEVELOP NEW LEGISLATION, AND TO CONSIDER THE EFFECTS OF IMPLEMENTING THE INSURANCE. INSURANCE COMMISSIONERS, AGENTS AND BROKERS, ALL-LINE INSURERS, ORGANIZATIONS INTERESTED IN GROUP PROPERTY AND LIABILITY INSURANCE, AND UNIVERSITY OF OREGON FACULTY AND STAFF MEMBERS WERE SURVEYED BY QUESTIONNAIRE. THE RESULTS OF THE INVESTIGATION SHOW THAT (1) IN ALL THE STATES OF THE UNION, THE UNDERWRITING OF GROUP PROPERTY AND LIABILITY INSURANCE IS ILLEGAL UNDER STATE LAW, NOT ALLOWABLE UNDER INSURANCE COMMISSIONERS' RULINGS, OR DISCOURAGED, (2) ABOUT ONE-THIRD OF THE AGENTS AND INSURERS WOULD NOT WRITE THIS INSURANCE IF IT WERE LEGAL, (3) ORGANIZATIONS GENERALLY WANT LOW COST BUSINESS AND PROFESSIONAL INSURANCE COVERAGE TAILORED TO THEIR INDIVIDUAL CIRCUMSTANCES, (4) ONLY 70 PERCENT OF THE ELIGIBLE INSUREES AT THE UNIVERSITY OF OREGON DESIRE ONE OR MORE OF THE COVERAGES OFFERED, AND (5) THE PRINCIPLES USED IN GROUP LIFE AND HEALTH INSURANCE INSTALLATION AND ADMINISTRATION ARE APPLICABLE TO GROUP PROPERTY AND LIABILITY INSURANCE INSTALLATION AND ADMINISTRATION. A MODEL GROUP PROPERTY AND LIABILITY INSURANCE BILL, REPRESENTING THE KNOWLEDGE AND INFORMATION AVAILABLE, IS DEVELOPED FOR THE USE OF THE VARIOUS STATES AS THEY SEE FIT, WHEN AND IF THEY DRAFT THEIR OWN GROUP PROPERTY AND LIABILITY INSURANCE LEGISLATION. THIS DOCUMENT IS AVAILABLE FROM THE BUREAU OF BUSINESS AND ECONOMIC RESEARCH, ROOM

361, COMMONWEALTH HALL, UNIVERSITY OF OREGON, EUGENE, OREGON 97403, FOR \$4.00. (HW)

ED 013 498

EA 000 833

SMITH, INEZ L.

ATTITUDES TOWARD EDUCATION AND GENERAL SOCIAL ATTITUDES-A "Q" STUDY.

PUB DATE 17 FEB 67

EDRS PRICE MF-\$0.25 HC-\$0.44 9P.

DESCRIPTORS *EDUCATIONAL ATTITUDES, *HYPOTHESIS TESTING, *Q SORT, *SOCIAL ATTITUDES, *STATISTICAL ANALYSIS, ANALYSIS OF VARIANCE, FACTOR ANALYSIS, NEW YORK CITY, TABLES (DATA).

THREE STRUCTURED Q SORTS CONTAINING LIBERAL, CONSERVATIVE, PROGRESSIVE, AND TRADITIONALIST STATEMENTS ENABLED THE INVESTIGATOR TO TEST THE HYPOTHESIS THAT INDIVIDUALS WHO ARE LIBERAL IN THEIR SOCIAL ATTITUDES WILL TEND TO BE PROGRESSIVE IN THEIR EDUCATIONAL ATTITUDES, WHEREAS INDIVIDUALS WHO ARE CONSERVATIVE IN THEIR SOCIAL ATTITUDES WILL TEND TO BE TRADITIONALIST IN THEIR EDUCATIONAL ATTITUDES. TO ANALYZE INTRA-INDIVIDUAL AND INTER-INDIVIDUAL DIFFERENCES, 36 SUBJECTS WERE SELECTED, NINE REPRESENTING EACH OF THE FOUR ATTITUDES. THE HYPOTHESIS OF LIBERAL-PROGRESSIVE AND CONSERVATIVE-TRADITIONAL PATTERNS WAS GENERALLY SUPPORTED BY ANALYSIS OF VARIANCE, FACTOR ANALYSIS, AND DETERMINATION OF COEFFICIENTS OF CONGRUENCE. THIS PAPER WAS PRESENTED AT THE ANNUAL MEETING OF THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (NEW YORK, FEBRUARY 17, 1967). (JK)

ED 013 499

EA 000 854

LAPLANT, JAMES CLAYTON

SCHOOL DISTRICT INNOVATIVENESS AND EXPECTATIONS FOR THE SCHOOL BOARD ROLE.

PUB DATE 16 FEB 67

EDRS PRICE MF-\$0.25 HC-\$0.44 9P.

DESCRIPTORS *BOARD OF EDUCATION ROLE, *EDUCATIONAL INNOVATION, *SCHOOL DISTRICTS, DIFFUSION, HYPOTHESIS TESTING, NEW YORK CITY.

A STUDY OF 12 WISCONSIN SCHOOL DISTRICTS MEASURED THE RELATIONSHIP BETWEEN THE EXTENT OF INNOVATIVENESS EXHIBITED IN SCHOOL DISTRICTS AND THE DEGREE OF CONSENSUS OF EXPECTATIONS FOR THE SCHOOL BOARD ROLE WITHIN AND BETWEEN GROUPS OF CITIZENS, TEACHERS, ELECTED MUNICIPAL OFFICIALS, AND SCHOOL BOARD MEMBERS. MEASURES OF INNOVATIVENESS INCLUDED (1) NUMBER OF EDUCATIONAL INNOVATIONS ADOPTED, (2) RELATIVE EARLINESS OF SUCH ADOPTIONS, AND (3) RATE OF SPREAD OF THE INNOVATIONS WITHIN THE DISTRICT. INTERVIEWS TO DETERMINE CONSENSUS WERE MADE OF RANDOM SAMPLES OF THE FOLLOWING GROUPS-1794 CITIZENS, 240 TEACHERS, 183 ELECTED OFFICIALS, 90 BOARD MEMBERS, AND 12 SUPERINTENDENTS. INTERVIEWS TO DETERMINE INNOVATIVENESS WERE HELD JOINTLY WITH THE SUPERINTENDENT OF SCHOOLS AND ANOTHER ADMINISTRATOR. ALTHOUGH NO DATA ARE INCLUDED, GENERAL SUPPORT AND REJECTION ARE REPORTED FOR EIGHT INTERRELATED HYPOTHESES. THE STUDY CONCLUDES THAT A SCHOOL DISTRICT'S INNOVATIVENESS IS

POSITIVELY RELATED TO THE AMOUNT OF AGREEMENT BETWEEN CITIZENS AND TEACHERS REGARDING THEIR EXPECTATIONS FOR THE SCHOOL BOARD ROLE. DISTRICTS WITH HIGH AGREEMENT BETWEEN EXTERNAL AND INTERNAL SEGMENTS WILL ADOPT MORE INNOVATIONS AT AN EARLIER DATE THAN DISTRICTS LACKING THIS AGREEMENT. THIS PAPER WAS PRESENTED AT THE ANNUAL MEETING OF THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (NEW YORK, FEBRUARY 18, 1967). (JK)

ED 013 500

EA 000 862

O'BRIEN, RICHARD J.

SCHOOL SUBMODEL FOR LARGE URBAN SCHOOLS.

NATIONAL CENTER FOR EDUCATIONAL STATISTICS (DHEW)

REPORT NUMBER NCES-TN-38

PUB DATE 21 JUN 67

EDRS PRICE MF-\$0.25 HC-\$0.72 16P.

DESCRIPTORS *EDUCATIONAL FACILITIES, *EDUCATIONAL POLICY, *EDUCATIONAL PROGRAMS, *STAFF UTILIZATION, *URBAN SCHOOLS, COST EFFECTIVENESS, DECISION MAKING, DISTRICT OF COLUMBIA, INPUT OUTPUT, MODELS, RESOURCE ALLOCATIONS, SCHEDULING, SCHOOL SPACE.

A SUBMODEL OF THE MODEL DEVELOPED IN TECHNICAL NOTE 24, "URBAN EDUCATION SYSTEMS ANALYSIS," (A TOTAL DECISIONMAKING PROCEDURE FOR THE ALLOCATION OF RESOURCES FOR LARGE EDUCATIONAL FACILITIES) IS FURTHER SPECIFIED. THE SCHOOL SUBMODEL IS CONCERNED WITH THE DEFINITION OF THE BASIC INPUT DATA REPRESENTING EDUCATIONAL POLICY ON FACILITIES, STAFF, AND PROGRAMS. THE OBJECTIVE OF THIS PAPER IS THE SPECIFICATION OF THESE INPUTS, THEIR INTERRELATIONSHIPS, AND THE PRESENTATION OF THE DATA IN THE FORM NECESSARY FOR THE LATER EVALUATION OF COSTS AND EFFECTIVENESS. FOUR TYPES OF INFORMATION ARE GENERATED FROM THE MODEL FOR USE IN EDUCATIONAL POLICY-(1) FACILITY REQUIREMENTS IN TERMS OF TOTAL SCHOOL PLANT SIZE AND FUNCTIONAL SPACE ALLOCATION, (2) STAFFING REQUIREMENTS BY NUMBER AND OCCUPATIONAL CATEGORIES, (3) SPECIAL PROGRAM REQUIREMENTS IN TERMS OF STAFF AND SPACE, AND (4) STAFF AND SPACE IMPLICATIONS OF SCHEDULING MODIFICATIONS. (HW)

ED 013 501

EA 000 865

BARKIN, DAVID

THE EQUALIZING IMPACT OF STATE AID TO EDUCATION.

WASHINGTON UNIV., ST. LOUIS, MO., INST. FOR URBAN ST

REPORT NUMBER WP-EDA-3

PUB DATE JUN 67

EDRS PRICE MF-\$0.25 HC-\$1.08 25P.

DESCRIPTORS *EDUCATIONAL EQUALITY, *EDUCATIONAL PROGRAMS, *FISCAL CAPACITY, *SCHOOL DISTRICTS, *STATE AID, ASSESSED VALUATION, CHARTS, EXPENDITURES, FOUNDATION PROGRAMS, MIGRATION, POPULATION TRENDS, RESOURCE ALLOCATION, RURAL AREAS, ST. LOUIS, STATISTICAL ANALYSIS, URBAN AREAS.

THE STATE AID TO EDUCATION PROGRAMS IN KENTUCKY, MISSOURI, AND TENNESSEE ARE INVESTIGATED WITH RESPECT TO THEIR COMPENSATION FOR DIFFERENCES IN THE ABILITY OF LOCAL

SCHOOL DISTRICTS TO SUPPORT EDUCATION. A HYPOTHETICAL AID FORMULA WAS USED AS A STANDARD AGAINST WHICH TO MEASURE THE PRESENT EQUALIZATION SCHEMA IN EACH OF THE THREE STATES. KENTUCKY WAS FOUND TO DO A BETTER JOB OF DISTRIBUTING FUNDS TO EQUALIZE FOR DIFFERENCES IN ABILITY TO PAY THAN WERE MISSOURI OR TENNESSEE. THE BASIC REASONS FOR THE DIFFERENCES IN THE THREE PROGRAMS LIE IN THE PROPORTION OF THE EDUCATIONAL PROGRAM WHICH MUST BE FINANCED LOCALLY AND THE SHARE OF STATE AID WHICH MUST BE DISTRIBUTED WITHOUT REGARD TO ECONOMIC ABILITY. STATE AID WAS FOUND TO DISCRIMINATE AGAINST URBAN AREAS IN ALL THREE STATES. THIS WAS EXPECTED BECAUSE OF THE GREATER RELUCTANCE OF RURAL AREAS EXPERIENCING OUTMIGRATION TO FINANCE THE EDUCATION OF STUDENTS WHO WILL NOT CONTRIBUTE TO THE COMMUNITY. (HW)

ED 013 502

EA 000 869

CAMPBELL, ROALD F. AND OTHERS

STRENGTHENING STATE DEPARTMENTS OF EDUCATION.

CHICAGO UNIV., ILL., MIDWEST ADMINISTRATION

PUB DATE JUN 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *EDUCATIONAL LEGISLATION, *FEDERAL STATE RELATIONSHIP, *PROGRAM PLANNING, *STATE DEPARTMENTS OF EDUCATION, ADMINISTRATIVE PERSONNEL, CHICAGO, DECISION MAKING, FEDERAL LEGISLATION, STATES POWERS, SYSTEMS ANALYSIS, VOCATIONAL REHABILITATION.

MAJOR FINDINGS OF A SUMMER SEMINAR HELD AT THE UNIVERSITY OF CHICAGO IN 1966 DEFINE CURRENT ISSUES RELATED TO STATE DEPARTMENTS OF EDUCATION (SDE) AND LEAD TO 23 RECOMMENDATIONS FOR STRENGTHENING THESE DEPARTMENTS SO THAT THEY MAY BE EFFECTIVE PARTNERS IN THE GOVERNMENT OF EDUCATION. SDE'S ARE EVALUATED WITH RESPECT TO FIVE MAJOR ACTIVITIES-OPERATIONAL, REGULATORY, SERVICE, DEVELOPMENTAL (IMPROVEMENT OF SERVICES), AND PUBLIC SUPPORT AND COOPERATION. FAILURE OF SDE'S TO ACHIEVE OPTIMUM RESULTS IS DUE TO INADEQUATE FINANCIAL SUPPORT, LACK OF AGREEMENT ON METHOD, NEED FOR PERSONNEL, AND ORGANIZATIONAL INERTIA. SPECIAL ASPECTS OF THE STUDY INCLUDE-(1) HISTORICAL DEVELOPMENTS AND CURRENT STATUS OF SDE'S, (2) SELECTED CHARACTERISTICS OF SDE'S (3) BACKGROUND AND CAREER PATTERNS OF STATE DEPARTMENT PERSONNEL, (4) STATE POWER AND LOCAL DECISIONMAKING IN EDUCATION, (5) THE IMPACT OF TITLE V ON SDE'S, AND (6) THE EMERGING ROLE OF SDE'S. DATA SUPPORTING THE STUDY WERE OBTAINED FROM INTERVIEWS OF 116 PROFESSIONAL PERSONNEL, RESPONSES OF 39 CHIEF STATE SCHOOL OFFICERS TO A QUESTIONNAIRE ON USE OF TITLE V FUNDS, AND AN ANALYSIS OF THREE STATE DEPARTMENTS OF EDUCATION, SMALL, MEDIUM, AND LARGE. THIS DOCUMENT IS AVAILABLE FROM THE MIDWEST ADMINISTRATION CENTER, THE UNIVERSITY OF CHICAGO, 5835 SOUTH KIMBARK AVENUE, CHICAGO, ILLINOIS 60637. (JK)

ED 013 503**EA 000 872**SELDEN, DAVID
BEYOND NEGOTIATIONS.

PUB DATE JUL 67

EDRS PRICE MF-\$0.25 HC-\$0.28 5P.

DESCRIPTORS *COLLECTIVE BARGAINING, *POLICY FORMATION, *TEACHERS, *UNIONS, ADMINISTRATIVE PERSONNEL, BOARDS OF EDUCATION, EUGENE, EXPERIMENTAL SCHOOLS, SLUM SCHOOLS.

A THIRD OF ALL AMERICAN TEACHING EMPLOYEES IN THE FIELD OF EDUCATION ARE COVERED BY SOME FORM OF COLLECTIVE BARGAINING, A SITUATION IN MANY RESPECTS PARALLEL TO THAT FOUND AMONG WORKERS IN THE PRIVATE INDUSTRIAL SECTOR. TEACHER CONTRACTS ARE DISTINGUISHED BY LESS RELIANCE ON SENIORITY, FEWER EMPLOYER PENALTIES, AND FEWER FRINGE BENEFITS, PRIMARILY BECAUSE TEACHER BARGAINING IS STILL IN ITS INFANCY. TEACHER BARGAINING MOVES BEYOND INDUSTRIAL COLLECTIVE BARGAINING TO THE EXTENT THAT TEACHERS REGARD THEMSELVES AS PROFESSIONALS, BARGAINING NOT ONLY ON CONDITIONS OF WORK BUT ON MATTERS OF EDUCATIONAL POLICY, INCLUDING CURRICULUM DETERMINATION, TEXTBOOK SELECTION, TEACHING HOURS, AND SPECIAL EDUCATIONAL PROGRAMS. THE NEW YORK CITY MORE EFFECTIVE SCHOOLS PLAN IS AN ILLUSTRATION OF TEACHER BARGAINING GAINS FOR BOTH SCHOOLS AND CHILDREN. THE TEACHERS' UNION PROPOSED USING CITY BONUS FUNDS TO ESTABLISH SPECIFIED CONDITIONS (SMALLER CLASSES, TEACHER "FREE" TIME, AND SATURATION REMEDIAL AND PSYCHOLOGICAL SERVICES). IN THREE YEARS OF OPERATION THE PLAN HAS ACHIEVED REMARKABLE RESULTS. TEACHERS' UNIONS HAVE A UNIQUE ROLE IN PROVIDING A NEW DYNAMISM IN EDUCATION, OFFERING SOLUTIONS WITHOUT PRIOR COMMITMENT TO VESTED INTERESTS OR TO ESTABLISHED, OUTMODED, OR INADEQUATE PROGRAMS. THIS ADDRESS WAS PRESENTED AT THE PACIFIC NORTHWEST ASSEMBLY CO-SPONSORED BY THE UNIVERSITY OF OREGON AND THE AMERICAN ASSEMBLY OF COLUMBIA UNIVERSITY (UNIVERSITY OF OREGON, EUGENE, JULY 20-23, 1967) AND APPEARS IN "CHALLENGES TO COLLECTIVE BARGAINING," A REPORT OF THAT ASSEMBLY. (JG)

ED 013 504**EC 000 039**

GUIDANCE DATA FOR PROGRAM ASSIGNMENT IN THE WARREN CITY SCHOOLS.

WARREN CITY SCHOOLS, OHIO

REPORT NUMBER WCS-ASBULL-O-1

PUB DATE 29 JUL 65

EDRS PRICE MF-\$0.25 HC-\$0.30 18P.

DESCRIPTORS *STUDENT PLACEMENT, ACCELERATED PROGRAMS, ADMISSION CRITERIA, ENRICHMENT PROGRAMS, FLEXIBLE PROGRESSION, PUBLIC SCHOOLS, SPECIAL EDUCATION, STUDENT EVALUATION, VOCATIONAL EDUCATION, WARREN.

THIS GUIDE FOR REGULAR CLASSROOM TEACHERS IN WARREN CITY, OHIO, DESCRIBES CRITERIA FOR PLACEMENT IN VARIOUS EDUCATIONAL PROGRAMS. THREE LEVELS OF PROGRAMS ARE OFFERED FOR PRIMARY AND UPPER ELEMENTARY GRADES AND FIVE LEVELS FOR JUNIOR AND SENIOR HIGH SCHOOL GRADES. DETERMINATIONS ARE BASED ON MENTAL ABILITY, TEST SCORES, PERFORMANCE ON STANDARD ACHIEVE-

MENT TESTS, MARKS, AND TEACHER'S ESTIMATE OF THE PUPIL. DETAILED CRITERIA FOR PLACEMENT IN EACH PROGRAM ARE OUTLINED. SAMPLE GUIDANCE FORMS WITH DIRECTIONS AND PARENT NOTIFICATION FORMS ARE PRESENTED. (JW)

ED 013 505**EC 000 083**

CRUICKSHANK, WILLIAM M. AND OTHERS

PERCEPTION AND CEREBRAL PALSY, STUDIES IN FIGURE-BACKGROUND RELATIONSHIP. SYRACUSE UNIVERSITY SPECIAL EDUCATION AND REHABILITATION MONOGRAPH SERIES 2.

PUB DATE 65

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *CEREBRAL PALSY, *PERCEPTION, *PERCEPTION TESTS, ADOLESCENTS, BINET VOCABULARY TEST, CHILDREN, FLY TEST, MARBLE BOARD TEST, NEUROLOGICALLY HANDICAPPED, SVFB, SYRACUSE VISUAL FIGURE BACKGROUND TEST, TACTUAL MOTOR TEST, TACTUAL PERCEPTION, TERMAN MERRILL INTELLIGENCE SCALE, VISUAL PERCEPTION.

A STUDY OF PERCEPTION USED A SAMPLE OF 325 CEREBRAL PALSIED CHILDREN (211 WERE SPASTIC, 114 WERE ATHETOID) AND 110 NORMAL CHILDREN. ALL CHILDREN WERE BETWEEN SIX AND 16 YEARS OF AGE AND OF NORMAL INTELLIGENCE. TO INVESTIGATE PERCEPTUAL DISTURBANCES, SIX TESTS WERE ADMINISTERED—THE TACTUAL MOTOR TEST, THE SYRACUSE VISUAL FIGURE BACKGROUND TEST (SVFB), THE MARBLE BOARD TEST, A MAZE TEST, AND TWO DISC TESTS DESIGNED TO MEASURE TACTUAL PERCEPTION OF GEOMETRIC SHAPES. THE BINET VOCABULARY TEST WAS USED AS A SCREENING TEST AND TO ESTABLISH RAPPORT. DATA WAS ANALYZED BY COMPARING THE THREE GROUPS OF SUBJECTS ON EACH MEASURE AND DETERMINING RELATIONSHIPS TO CHRONOLOGICAL AGE AND SEX. INTERRELATIONSHIPS AMONG THE PERCEPTUAL MEASURES ARE PRESENTED. CEREBRAL PALSIED SUBJECTS PERFORMED MORE POORLY ON THE SVFB, THE MARBLE BOARD, THE TACTUAL MOTOR, AND MAZE TESTS THAN DID THE NORMAL SUBJECTS. DISC TESTS WERE EASILY PERFORMED BY ALL SUBJECTS. SPASTIC SUBJECTS PERFORMED MORE POORLY THAN ATHETOID SUBJECTS ON THE MARBLE BOARD AND THE SVFB TESTS. ALL TESTS SHOWED DEVELOPMENTAL TRENDS AND THE EFFECT OF AGE WAS MOST PRONOUNCED FOR THE TACTUAL MOTOR, MARBLE BOARD, AND MAZE TESTS, AND LOWER FOR THE SVFB TEST. GENERALLY, RELATIONSHIPS BETWEEN TESTS WERE LOW (EXCEPT FOR MARBLE BOARD AND TACTUAL MOTOR TESTS FOR THE SPASTIC GROUP). IN AN ADDITIONAL STUDY, THE TERMAN-MERRILL INTELLIGENCE SCALE VOCABULARY TEST, THE FLY TEST, THE SVFB TEST, A TEST OF COLOR VISION, AND AN EXPERIMENTAL FIGURE-BACKGROUND TEST WERE ADMINISTERED TO 401 SPASTIC SUBJECTS AGED SIX TO 16 YEARS. SPASTIC CHILD'S PERCEPTION OF FIGURE INCREASES WITH LENGTH OF HIS OBSERVATION TIME. MORE FIGURE IS PERCEIVED IN COLOR MATERIALS. PERCEPTION IS SLIGHTLY BETTER FOR THREE DIMENSIONAL MATERIALS THAN FOR TWO DIMENSIONAL MATERIALS. MORE FIGURE WAS PERCEIVED WHEN A LARGE FIGURE ON A

LARGE BACKGROUND WAS PRESENTED THAN WITH OTHER COMBINATIONS. A 96-ITEM BIBLIOGRAPHY IS INCLUDED. THIS DOCUMENT WAS PUBLISHED BY SYRACUSE UNIVERSITY PRESS, BOX 87, UNIVERSITY STATION, SYRACUSE, N.Y. 13210. \$6.00. (MY)

ED 013 506**EC 000 084**JORDAN, THOMAS E.
THE MENTALLY RETARDED.

PUB DATE 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *MEDICAL TREATMENT, *MENTAL RETARDATION, *MENTALLY HANDICAPPED, *PSYCHOLOGICAL TESTS, *SPECIAL EDUCATION, ADOLESCENTS, ADULTS, CASE STUDIES (EDUCATION), CHILDREN, DIAGNOSTIC TESTS (EDUCATION), ETIOLOGY, FAMILY (SOCIOLOGICAL UNIT), LANGUAGE HANDICAPS, PSYCHOTHERAPY, RESIDENTIAL SCHOOLS, SPEECH HANDICAPS.

THIS BOOK PROVIDES A GUIDE TO THE BASIC CONCEPTS AND ISSUES IN THE FIELD OF MENTAL RETARDATION. THERE ARE MANY SOURCES OR CAUSES OF MENTAL RETARDATION AND THE FOLLOWING TYPES ARE EXPLAINED—(1) GENETIC OR CHEMICAL DISORDERS, (2) BIRTH TRAUMA, (3) SUBSEQUENT ACCIDENTS OR DISEASE, AND (4) ENVIRONMENTAL INFLUENCES. IT IS NOTED THAT MOST CASES INVOLVE A COMBINATION OF FACTORS NOT EASILY ASCERTAINED. DEVELOPMENTAL PATTERNS THAT OCCUR WITH VARIOUS TYPES OF RETARDATION AND THE MANY PHYSICAL, PERSONALITY, AND BEHAVIORAL CHARACTERISTICS ASSOCIATED WITH THE CONDITION ARE DISCUSSED. VARIOUS METHODS OF INTELLECTUAL, EDUCATIONAL, AND SOCIAL EVALUATIONS ARE PRESENTED ALONG WITH FUTURE POSSIBILITIES FOR MORE EFFECTIVE DIAGNOSTIC PROCEDURES. THE MANY DIFFICULTIES OF FAMILY ADJUSTMENT, METHODS OF HOME CARE, AND REQUIREMENTS FOR RESIDENTIAL LIVING ARE EVALUATED. VARIOUS PROGRAMS AND PROBLEMS FROM ELEMENTARY THROUGH THE VOCATIONAL LEVEL ARE CONSIDERED. THE AUTHOR FEELS THAT MOST ATTEMPTS TO DEFINE MENTAL RETARDATION ARE INADEQUATE AND PRESENTS A NEW THEORY BASED ON THE CLOSE RELATIONSHIP BETWEEN MENTAL RETARDATION AND RETARDED LANGUAGE DEVELOPMENT. CROSS REFERENCING BETWEEN CHAPTERS IS PROVIDED AND REFERENCE LISTS RANGING FROM 53-173 ITEMS ARE INCLUDED FOR EACH CHAPTER. THIS DOCUMENT WAS PUBLISHED BY CHARLES E. MERRILL BOOKS, INC., COLUMBUS, OHIO. \$7.50. (RS)

ED 013 507**EC 000 130**

GUIDE TO PRACTICES AND PROCEDURES FOR THE SLOW LEARNING PROGRAM IN SECONDARY SCHOOLS.

CINCINNATI PUBLIC SCHOOLS, OHIO

PUB DATE 65

EDRS PRICE MF-\$0.25 HC-\$0.88 20P.

DESCRIPTORS *EDUCABLE MENTALLY HANDICAPPED, *SPECIAL EDUCATION, ADMINISTRATOR GUIDES, CINCINNATI, CURRICULUM, FACULTY PROMOTION, GRADING, PUBLIC SCHOOLS, SECONDARY GRADES, WORK STUDY PROGRAMS.

AN OUTLINE OF THE EDUCABLE MENTALLY HANDICAPPED (IQ RANGE 50 THROUGH MID 70'S) PROGRAM IN THE CIN-

CINNATI PUBLIC SCHOOLS PRESENTS PLACEMENT PROCEDURES, COURSES RECOMMENDED FOR GRADES SEVEN THROUGH 12, AND WORK EXPERIENCE PROGRAM, GRADING AND PROMOTION PROCEDURES, AND REQUIREMENTS FOR OPENING NEW CLASSES. (JZ)

ED 013 508 EC 000 209

DI CARLO, LOUIS M.

THE DEAF. PRENTICE-HALL FOUNDATIONS OF SPEECH PATHOLOGY SERIES.

PUB DATE 64

DOCUMENT NOT AVAILABLE FROM EDRS. DESCRIPTORS *AUDITORY EVALUATION, *DEAF, *LANGUAGE INSTRUCTION, *SPEECH INSTRUCTION, ADOLESCENTS, ADULTS, CHILDREN, DIAGNOSTIC TESTS, HISTORICAL REVIEWS, LANGUAGE DEVELOPMENT, LIPREADING, SPEECH, SPEECH IMPROVEMENT.

DESIGNED FOR STUDENTS OF SPEECH PATHOLOGY AND AUDIOLOGY AND PRACTICING CLINICIANS, THIS BOOK PRESENTS AN HISTORICAL OVERVIEW OF ATTEMPTS TO TEACH THE DEAF FROM BEFORE THE 16TH CENTURY THROUGH THE 20TH CENTURY. A DISCUSSION OF DIAGNOSTIC PROCEDURES FOR AUDITORY DISORDERS IN CHILDREN INCLUDED INFORMAL TESTING, PLAY AUDIOMETRY, SPEECH TESTS, ELECTRODERMAL AUDIOMETRY, AND ELECTROENCEPHALIC AUDIOMETRY. LANGUAGE CONSIDERATIONS FOR THE DEAF ARE DISCUSSED IN TERMS OF LANGUAGE ACQUISITION AND LANGUAGE INSTRUCTION WITH THE ORAL, MANUAL, AND COMBINED METHODS. ASPECTS OF SPEECH ACQUISITION, SPEECH INSTRUCTION, AND SPEECH PRODUCTION ARE INCLUDED. SUGGESTIONS FOR FURTHER READING ARE CONTAINED WITHIN THE TEXT. A BIBLIOGRAPHY LISTS 478 ITEMS. THIS DOCUMENT WAS PUBLISHED BY PRENTICE-HALL, INC., ENGLEWOOD CLIFFS, N.J. \$5.95. (FL)

ED 013 509 EC 000 240

IMAMURA, SADAOKO

MOTHER AND BLIND CHILD, THE INFLUENCE OF CHILD-REARING PRACTICES ON THE BEHAVIOR OF PRESCHOOL BLIND CHILDREN.

AMERICAN FOUNDATION FOR THE BLIND, NEW YORK, N.Y.

REPORT NUMBER AFB-RES-SER-14

PUB DATE MAR 65

EDRS PRICE MF-\$0.50 HC-\$3.44 84P.

DESCRIPTORS *BEHAVIOR, *BLIND, *BLIND CHILDREN, *PARENT CHILD RELATIONSHIP, *PERSONALITY DEVELOPMENT, BEHAVIORAL SCIENCE RESEARCH, CHILD REARING, MOTHER ATTITUDES, MOTHERS, PRESCHOOL CHILDREN, STATISTICAL STUDIES.

THE BEHAVIOR OF PRESCHOOL BLIND AND PRESCHOOL SIGHTED CHILDREN AND THE RELATIONSHIPS BETWEEN THE BEHAVIOR OF MOTHERS AND CHILDREN WERE STUDIED. SUBJECTS WERE 10 BLIND AND 12 SIGHTED CHILDREN FROM THREE TO SIX YEARS OF AGE AND FROM NONIMMIGRANT, UNBROKEN CAUCASIAN FAMILIES OF AVERAGE SOCIOECONOMIC STATUS AND CHRISTIAN BACKGROUND. A SYSTEMATIC BEHAVIOR OBSERVATION TECHNIQUE WAS USED TO OBSERVE EACH CHILD IN HIS HOME ENVIRONMENT. RESULTS SHOWED SIGNIFICANTLY GREATER INTERACTION WITH ADULTS BY BLIND CHILDREN THAN BY SIGHTED CHILDREN, NO SIGNIFICANT DIFFERENCES

IN THE AMOUNT OF SELF-INSTIGATED BEHAVIOR BETWEEN GROUPS, AND MORE SELF-INSTIGATED BEHAVIOR AIMED AT THE MOTHER BY BLIND CHILDREN THAN BY SIGHTED CHILDREN. BLIND CHILDREN'S SELF-INSTIGATED BEHAVIOR AIMED AT THE MOTHER WAS CATEGORIZED AS 51 PERCENT SUCCORANT, 30 PERCENT SOCIABILITY, AND 14 PERCENT DOMINANCE. NO SIGNIFICANT DIFFERENCES WERE FOUND AMONG THESE THREE TYPES OF ACTS FOR THE SIGHTED CHILDREN. IN RELATION TO THEIR MOTHERS, BLIND CHILDREN TENDED TOWARD SUCCORANCE AND SOCIABILITY, AND SIGHTED CHILDREN TENDED TOWARD DOMINANCE AND NURTURANCE. THE BEHAVIOR OF BLIND CHILDREN WAS NOT AS VARIABLE AS THAT OF SIGHTED CHILDREN. SUCCORANCE WAS THE CHARACTERISTIC WHICH MOST CLEARLY DISTINGUISHED THE BEHAVIOR OF BLIND AND SIGHTED CHILDREN. MOTHERS OF BLIND CHILDREN WERE COMPLIANT TO ABOUT HALF OF CHILDREN'S SUCCORANT BEHAVIOR. MOTHERS OF SIGHTED CHILDREN EITHER COMPLIED VERY MUCH OR VERY LITTLE TO SUCH BEHAVIOR. MOTHERS OF BLIND CHILDREN USED REFUSAL AND IGNORING AS WAYS OF NOT COMPLYING, WHILE MOTHERS OF SIGHTED CHILDREN RELIED ALMOST TOTALLY ON REFUSAL. A NUMBER OF SIGNIFICANT RELATIONSHIPS WERE FOUND BETWEEN THE BEHAVIOR OF BLIND CHILDREN AND THEIR MOTHERS. THE AUTHOR CONCLUDED THAT THE DEGREE OF SELF RELIANCE IN A CHILD IS BETTER PREDICTED FROM THE MOTHER'S COMPLIANT BEHAVIOR THAN FROM THE EXISTENCE OF BLINDNESS IN THE CHILD. THIS DOCUMENT IS AVAILABLE FROM THE AMERICAN FOUNDATION FOR THE BLIND, 15 WEST 16TH STREET, NEW YORK, N.Y. 10011. \$1.50. (DF)

ED 013 510 EC 000 256

CLARK, LESLIE L. AND OTHERS

PROCEEDINGS OF THE WEST COAST REGIONAL CONFERENCE ON RESEARCH RELATED TO BLIND AND SEVERELY VISUALLY IMPAIRED CHILDREN (SAN FRANCISCO, MARCH 8-10, 1965).

AMERICAN FOUNDATION FOR THE BLIND, NEW YORK, N.Y.

PUB DATE DEC 65

EDRS PRICE MF-\$0.75 HC-\$5.96 147P.

DESCRIPTORS *INTELLIGENCE TESTS, *READING RESEARCH, *RESEARCH NEEDS, *STATISTICAL SURVEYS, *VISUALLY HANDICAPPED, ADOLESCENTS, ADULTS, AUDITORY PERCEPTION, BLIND, BRAILLE, CALIFORNIA, CHILDREN, CLINICAL DIAGNOSIS, EDUCATIONAL NEEDS, LOS ANGELES, OHWAKI KOHS BLOCK TEST, PARTIALLY SIGHTED, SAN FRANCISCO STATE COLLEGE, SPECIAL EDUCATION, STATE PROGRAMS, TRAVEL TRAINING, VISUALLY HANDICAPPED MOBILITY, VISUALLY HANDICAPPED ORIENTATION.

THESE PROCEEDINGS WERE PREPARED FROM THE WEST COAST REGIONAL CONFERENCE ON RESEARCH RELATED TO BLIND AND SEVERELY VISUALLY IMPAIRED CHILDREN HELD MARCH 8-10, 1965. SURVEY RESULTS WERE PRESENTED WHICH INDICATED THE NUMBER OF BLIND, SEVERELY VISUALLY IMPAIRED, AND MULTIPLE HANDICAPPED CHILDREN IN CALIFORNIA AND THE INCIDENCE OF BLINDNESS IN CHILDREN IN THE LOS ANGELES AREA. INFORMATION WAS OFFERED ON RESEARCH TECHNIQUES TO UNCOVER THE "HIDDEN"

BLIND POPULATION FOR INCLUSION IN SURVEYS. VARIOUS CAUSES AND TREATMENTS OF BLINDNESS IN CHILDREN AND TWO REPORT FORMS USED FOR CHILDREN'S EYE EXAMINATIONS ARE PRESENTED. THE FOLLOWING ARE EXAMPLES OF CURRENT RESEARCH EMPHASIS—(1) UPDATING BRAILLE READING INSTRUCTION, (2) DEVELOPING AN EDUCATIONAL PROGRAM FOR MULTIPLE HANDICAPPED BLIND CHILDREN, (3) MODIFYING AND EVALUATING THE OHWAKI-KOHS BLOCK DESIGN INTELLIGENCE TEST FOR THE BLIND, (4) DEVELOPING A DIRECT TRANSLATION DEVICE TO ALLOW THE BLIND ACCESS TO PRINTED MATERIAL, (5) MEASURING HUMAN SONAR ABILITIES, (6) DEVELOPING A STATE WIDE FRAMEWORK OF ORIENTATION AND MOBILITY INSTRUCTION FOR BLIND STUDENTS IN PUBLIC SCHOOLS, AND (6) VARIOUS MOBILITY PROJECTS IN THE LOS ANGELES AREA. SPECIFIC AREAS FOR FUTURE RESEARCH ARE ALSO SUGGESTED. REFERENCES ARE LISTED. (RS)

ED 013 511 EC 000 351

AAIB NATIONAL CONFERENCE ON PRESCHOOL SERVICES FOR VISUALLY HANDICAPPED CHILDREN AND THEIR FAMILIES. (ST. LOUIS, MARCH 28-30, 1965).

AMERICAN ASSN. OF INSTRUCTORS OF THE BLIND

PUB DATE 30 MAR 66

EDRS PRICE MF-\$0.50 HC-\$4.24 104P.

DESCRIPTORS *PRESCHOOL CHILDREN, *VISUALLY HANDICAPPED, CHILD DEVELOPMENT, CHILDREN, CHILDRENS BUREAU, CLINICAL DIAGNOSIS, COMMUNITY RESOURCES, CONFERENCE REPORTS, EMOTIONAL DEVELOPMENT, EVALUATION, IDENTIFICATION, PARENT COUNSELING, SPECIAL EDUCATION.

THESE 11 PAPERS WERE PRESENTED AT THE AMERICAN ASSOCIATION OF INSTRUCTORS OF THE BLIND NATIONAL CONFERENCE ON PRESCHOOL SERVICES FOR VISUALLY HANDICAPPED CHILDREN AND THEIR FAMILIES. PHYSICIANS, SOCIAL WORKERS, EDUCATORS, AND REPRESENTATIVES OF COMMUNITY SERVICES PARTICIPATED IN THE CONFERENCE HELD MARCH 28-30, 1965. IN THE KEYNOTE ADDRESS, ELIZABETH MALONEY SPOKE ON "WHAT ARE WE DOING AND WHAT CAN WE DO FOR VISUALLY HANDICAPPED PRESCHOOL CHILDREN." OTHER PAPERS PRESENTED WERE—(1) "METHODS USED IN DEFINING BLIND CHILDREN IN GREATER CLEVELAND" BY PATRICIA STONE, (2) "IDENTIFICATION AND EVALUATION OF INFANTS AND CHILDREN WITH VISUAL DEFECTS—THE ROLE OF THE PEDIATRICIAN" BY GORDON BLOMBERG, (3) "THE IDENTIFICATION, DIAGNOSIS AND EVALUATION OF EYE DISEASES" BY PHILIP SHAHAN, (4) "IDENTIFICATION, DIAGNOSIS AND EVALUATION" BY ROBERT MCGUIE, (5) "COUNSELING WITH PARENTS OF BLIND CHILDREN—A SOCIAL WORKER'S POINT OF VIEW" BY MARIE MORRISON, (6) "SOME THOUGHTS ON THE EMOTIONAL DEVELOPMENT OF PRESCHOOL CHILDREN" BY THOMAS BRUGGER, (7) "CHILDREN'S BUREAU HEALTH SERVICES FOR CHILDREN WITH VISUAL HANDICAPS" BY ALICE CHENOWETH, (8) "REFERRAL TO AND USE OF COMMUNITY RESOURCES" BY ROY DAVIDSON, (9) "WHAT AFFECTS BLIND CHILDREN'S DEVELOPMENT" BY MIRIAM NORRIS, AND (10) "LIAISON WITH AND REPORTING TO SCHOOLS" BY RANDALL HARLEY. (MV)

ED 013 512

EG 000 405

CLARK, LESLIE L. AND OTHERS
PROCEEDINGS OF THE ROTTERDAM MOBILITY RESEARCH CONFERENCE (ROTTERDAM, THE NETHERLANDS, AUGUST 3-7, 1964).

AMERICAN FOUNDATION FOR THE BLIND, NEW YORK, N.Y.

PUB DATE MAY 65

EDRS PRICE MF-\$1.25 HC-\$11.28 280P.

DESCRIPTORS *MOBILITY AIDS, *RESEARCH NEEDS, *VISUALLY HANDICAPPED, *VISUALLY HANDICAPPED MOBILITY, ATHLETIC ACTIVITIES, EVALUATION NEEDS, HAVERFORD BIONIC INSTRUMENTS, OBSTACLE DETECTOR, SENSORY AIDS, TRAVEL TRAINING, VISUALLY HANDICAPPED ORIENTATION.

THESE PROCEEDINGS WERE PREPARED FROM THE MOBILITY RESEARCH CONFERENCE HELD IN ROTTERDAM, THE NETHERLANDS, AUGUST 3-7, 1964. PROGRESS REPORTS ARE GIVEN ON THE FOLLOWING: (1) ULTRASONIC MOBILITY AID, (2) ULTRASONIC GUIDANCE SYSTEM, (3) ELEKTROFTALM MOBILITY AID, (4) PASSIVE ENVIRONMENT SENSORS, (5) AMBIENT-LIGHT OBJECT DETECTOR, (6) TRAVEL PATH SOUNDER, (7) PHONOSCOPE. PHOTOGRAPHS AND DIAGRAMS DESCRIBING EACH SYSTEM ACCOMPANY THE REPORTS. SPECIAL PROBLEMS AND TECHNIQUES CONNECTED WITH MOBILITY TRAINING, SUCH AS RETRAINING THE NEUROMUSCULAR SYSTEM TO FUNCTION WITH SENSES OTHER THAN VISION, TEACHING THE ART OF FENCING, THE USE OF SKIING AS A SPORT, AND THE IMPORTANCE OF GOOD HEARING ARE DISCUSSED. RESEARCH NEEDS ARE IDENTIFIED IN THESE AREAS: (1) THE HUMAN SKILLS NECESSARY FOR EFFECTIVE MOBILITY TRAINING, (2) THE DEVELOPMENT OF A READINESS TEST TO DETERMINE THOSE PERSONS WHO ARE READY FOR MOBILITY TRAINING, (3) MARKET RESEARCH REGARDING THE VARIOUS MOBILITY DEVICES. A SYSTEMATIC EVALUATION OF THE REAL UTILITY OF MOBILITY AIDS TO THE BLIND IS DISCUSSED AS A NECESSARY PREREQUISITE TO FUTURE DEVELOPMENT AND REFINEMENT OF ALL DEVICES. THE APPENDIX INCLUDES SPECIFICATIONS FOR THE LONG CANE, TECHNIQUES FOR TEACHING CANE TRAVEL, AND A FORM FOR EVALUATING MOBILITY TRAINING AND PERFORMANCE. REFERENCES ARE LISTED. (RS)

ED 013 513

EC 000 463

DAVITZ, JOEL R. AND OTHERS
TERMINOLOGY AND CONCEPTS IN MENTAL RETARDATION. TC SERIES IN SPECIAL EDUCATION.

COLUMBIA UNIV., NEW YORK, TEACHERS COLLEGE

PUB DATE 64

CONTRACT OEC-SAE-6460

EDRS PRICE MF-\$0.75 HC-\$5.52 136P.

DESCRIPTORS *CLASSIFICATION, *MENTAL RETARDATION, *TAXONOMY, *TERMINOLOGY.

A CONTENT ANALYSIS OF THE LITERATURE ON MENTAL RETARDATION GROUPED TERMS INTO FIVE CATEGORIES-GENERAL TERMS, ETIOLOGICAL TERMS, TERMS CONCERNED WITH DEGREE OF RETARDATION, EDUCATIONAL TERMS, AND LEGAL TERMS. FOR EACH GROUP, DISCUSSION SUMMARIZES DEFINITION, PRESENTS AREAS OF AGREEMENT AND DISAGREEMENT, AND POINTS

UP ISSUES AND PROBLEMS. A TABLE FOR EACH GROUP LISTS EQUIVALENT TERMS AND ANALYZES MAJOR TERMS IN SEVEN WAYS-ETIOLOGY, INTELLECTUAL

FUNCTIONING, EDUCATIONAL FUNCTIONING, MATURATION AND SOCIAL COMPETENCE, PSYCHOLOGICAL FUNCTIONING AND STATUS, PHYSICAL AND ENVIRONMENTAL (STATUS), AND PROGNOSIS. REFERENCES SUPPLYING THE CONCEPTS USED IN A DEFINITION ARE NOTED. THE CONCEPTS OF PSEUDO-FEEBLEMINDEDNESS AND PROBLEMS OF DIAGNOSIS ARE ALSO DISCUSSED. FROM THIS REVIEW OF THE LITERATURE, A TENTATIVE MULTIDIMENSIONAL SYSTEM FOR THE DEFINITION OF TERMS IS PRESENTED. USING THIS SYSTEM, A PERSON CAN BE CLASSIFIED ON THE BASIS OF SIX DIMENSIONS-ETIOLOGY, INTELLIGENCE, MATURATION, PSYCHOLOGICAL AND SOCIAL STATUS, PHYSICAL AND ENVIRONMENTAL STATUS, AND PROGNOSIS. EACH OF THESE SIX DIMENSIONS IS FURTHER DIVIDED SO THAT A PERSON CAN BE CLASSIFIED TO INDICATE GENERAL ABILITY AND SPECIFIC STRENGTHS AND WEAKNESSES. THUS A GENERAL SYSTEM FOR DEFINITION IS PRESENTED. FOLLOWUP STUDIES OF INTELLECTUAL, VOCATIONAL, AND SOCIAL FUNCTIONING OF FEEBLEMINDED PERSONS ARE SUMMARIZED IN THE HOPE OF DEVELOPING A CLASSIFICATION SYSTEM BASED ON ADEQUATE PROGNOSTIC KNOWLEDGE. REFERENCE LIST CITES 368 ITEMS. (MY)

ED 013 514

EC 000 568

ARITHMETIC ENRICHMENT IDEAS FOR GRADES 1, 2 AND 3.

OHIO STATE DEPT. OF EDUCATION, COLUMBUS

CINCINNATI PUBLIC SCHOOLS, OHIO

PUB DATE 64

EDRS PRICE MF-\$0.25 HC-\$1.20 28P.

DESCRIPTORS *ARITHMETIC, *ENRICHMENT ACTIVITIES, *GIFTED, COLUMBUS, GRADE 1, GRADE 2, GRADE 3, PRIMARY GRADES, SPECIAL EDUCATION.

THE DOCUMENT CONTAINS NUMEROUS SPECIFIC ACTIVITIES FOR UNDERSTANDING ELEMENTS OF THE NUMERATION SYSTEM, FUNDAMENTAL OPERATIONS, AND OTHER CONCEPTS SUCH AS TIME, FRACTIONS, AND APPROACHES TO GEOMETRY. A NUMBER OF GAMES AND PUZZLES ARE INCLUDED. THE ACTIVITIES WERE DEVELOPED BY TEACHERS AT A UNIVERSITY OF CINCINNATI WORKSHOP FOR THE IMPROVEMENT OF ARITHMETIC PROGRAMS FOR ACADEMICALLY GIFTED CHILDREN. (RM)

ED 013 515

EC 000 571

AUGSPURGER, EVERETT F. AND OTHERS

TEACHERS' GUIDES. WORLD HISTORY FOR THE ACADEMICALLY TALENTED. ADVANCED PLACEMENT EUROPEAN HISTORY.

OHIO STATE DEPT. OF EDUCATION, COLUMBUS

CLEVELAND PUBLIC SCHOOLS, OHIO

PUB DATE 63

EDRS PRICE MF-\$0.75 HC-\$6.44 159P.

DESCRIPTORS *ADVANCED PLACEMENT, *CURRICULUM GUIDES, *GIFTED, ADOLESCENTS, COLUMBUS, EUROPEAN HISTORY, INSTRUCTIONAL MATERIALS, SECONDARY GRADES, SOCIAL STUDIES, SPECIAL EDUCATION, UNITS OF STUDY (SUBJECT FIELDS), WORLD HISTORY.

PREPARED BY TEACHERS AND SUPERVISORS WORKING WITH A 2-YEAR DEMON-

STRATION PROJECT. THIS DOCUMENT CONTAINS GUIDES FOR A WORLD HISTORY COURSE (PREHISTORY TO EARLY 20TH CENTURY) FOR THE GIFTED AND AN ADVANCED PLACEMENT COURSE IN EUROPEAN HISTORY (ANCIENT CIVILIZATION TO EARLY 20TH CENTURY). STUDENTS ARE EXPECTED TO STUDY HISTORICAL ISSUES AND DEVELOP RESEARCH SKILLS, SCHOLARSHIP, AND ABILITY IN THE PREPARATION OF REPORTS AND ESSAYS. IN THE GIFTED COURSE, LEARNING PROCESS IS STRESSED. MASTERY OF CONTENT AND THE USE OF ADVANCED ANALYTIC TECHNIQUES ARE AIMS OF THE ADVANCED PLACEMENT COURSE. EACH COURSE IS SCHEDULED FOR TWO SEMESTERS. FOR THE UNITS OF EACH COURSE, TIME ALLOTMENTS, OUTLINE OF TOPICS, READINGS, LEARNING AIDS, DISCUSSION AND STUDY QUESTIONS, AND MAP STUDIES ARE PROVIDED. SUPPLEMENTARY READING LISTS ARE INCLUDED. (RM)

ED 013 516

EC 000 573

FLICKINGER, GENEVA E. AND OTHERS
EDUCATING THE HIGHLY ABLE, A POLICY STATEMENT.

MARYLAND STATE DEPT. OF EDUCATION, BALTIMORE

PUB DATE DEC 62

EDRS PRICE MF-\$0.25 HC-\$2.08 50P.

DESCRIPTORS *ABILITY IDENTIFICATION, *GIFTED, *INTELLECTUAL DEVELOPMENT, *SUPERIOR STUDENTS, ABLE STUDENTS, ADMINISTRATIVE POLICY, BALTIMORE, PERSONNEL, PROGRAM GUIDES, SCHOOL RESPONSIBILITY, SPECIAL EDUCATION, STATE PROGRAMS.

THE DOCUMENT CONSTITUTES A POLICY STATEMENT FOR USE IN MARYLAND SCHOOLS. HIGH ABILITY IS REGARDED AS INCLUSIVE AND IS MANIFESTED BY HIGH INTELLIGENCE, AND/OR CREATIVITY, LEADERSHIP, AND SKILLED PERFORMANCE IN MOTOR AREAS. TEACHERS AND COUNSELORS ARE ASSIGNED A KEY ROLE IN IDENTIFYING THE HIGHLY ABLE. STANDARDIZED TESTS ARE ACKNOWLEDGED AS THE MOST EFFICIENT SINGLE INSTRUMENT FOR IDENTIFICATION, ALTHOUGH CAUTIONS ARE ENUMERATED FOR THEIR USE. SUGGESTIONS FOR PLANNING LEARNING EXPERIENCES TO FOSTER SELF EXPRESSION, EFFECTIVE COMMUNICATION, THE USE OF SPECIAL ABILITIES, BREADTH AND DEPTH OF THE LEARNING EXPERIENCE, SELF DIRECTION, AND DESIRABLE SELF CONCEPTS ARE PRESENTED. THE ROLES OF THE TEACHER, PRINCIPAL, AND SOME VIEWS ON ADMINISTRATIVE ARRANGEMENTS ARE DESCRIBED. THE LIBRARY IS PAID SPECIAL ATTENTION AS AN IMPORTANT CENTER OF LEARNING. A STATEMENT OF GUIDING PRINCIPLES FOR THE SCHOOL AND THE STATE DEPARTMENT OF EDUCATION IS GIVEN. THE GUIDELINES FOR ACTION INCLUDE RECOMMENDATIONS THAT THE SCHOOL SYSTEMS APPOINT PROGRAM COORDINATORS, AND THAT STEERING COMMITTEES PROMOTE EDUCATION PLANNING FOR THE HIGHLY ABLE. THIS DOCUMENT IS THE MARYLAND SCHOOL BULLETIN, VOLUME 39, NUMBER 1. (RM)

ED 013 517

EC 000 574

NINTH GRADE PLANE AND SOLID GEOMETRY FOR THE ACADEMICALLY TALENTED, TEACHERS GUIDE.

OHIO STATE DEPT. OF EDUCATION, COLUMBUS

CLEVELAND PUBLIC SCHOOLS, OHIO

PUB DATE 63

EDRS PRICE MF-\$1.00 HC-\$10.24 254P.

DESCRIPTORS *CURRICULUM GUIDES, *GIFTED, *PLANE GEOMETRY, *SOLID GEOMETRY, COLUMBUS, GRADE 9, SPECIAL EDUCATION, UNITS OF STUDY (SUBJECT FIELDS).

A UNIFIED TWO-SEMESTER COURSE IN PLANE AND SOLID GEOMETRY FOR THE GIFTED IS PRESENTED IN 16 UNITS, EACH SPECIFYING THE NUMBER OF INSTRUCTIONAL SESSIONS REQUIRED. UNITS ARE SUBDIVIDED BY THE TOPIC AND ITS CONCEPTS, VOCABULARY, SYMBOLISM, REFERENCES (TO SEVEN TEXTBOOKS LISTED IN THE GUIDE), AND SUGGESTIONS. THE APPENDIX CONTAINS A FALLACIOUS PROOF, A TABLE COMPARING EUCLIDEAN AND NON-EUCLIDEAN GEOMETRY, PROJECTS FOR INDIVIDUAL ENRICHMENT, A GLOSSARY, AND A 64-ITEM BIBLIOGRAPHY. RESULTS OF THE STANDARDIZED TESTS SHOWED THAT THE ACCELERATES SCORED AS WELL OR BETTER IN ALMOST ALL CASES THAN THE REGULAR CLASS PUPILS, EVEN THOUGH THE ACCELERATES WERE YOUNGER. SUBJECTIVE EVALUATION OF ADMINISTRATION, COUNSELORS, TEACHERS, AND PUPILS SHOWED THE PROGRAM WAS HIGHLY SUCCESSFUL. (RM)

ED 013 518

EC 000 576

BARBE, WALTER B.

ONE IN A THOUSAND--A COMPARATIVE STUDY OF MODERATELY AND HIGHLY GIFTED ELEMENTARY SCHOOL CHILDREN. OHIO STATE DEPT. OF EDUCATION, COLUMBUS

PUB DATE 64

EDRS PRICE MF-\$0.50 HC-\$3.52 86P.

DESCRIPTORS *GIFTED, *STUDENT CHARACTERISTICS, ABILITY IDENTIFICATION, ADJUSTMENT (TO ENVIRONMENT), CHILDREN, CHILDRENS PERSONALITY QUESTIONNAIRE, COLUMBUS, CPQ, EDUCATIONAL EXPERIENCE, ELEMENTARY GRADES, FAMILY BACKGROUND, IOWA TESTS OF BASIC SKILLS, IPAT, PERSONALITY, PHYSICAL DEVELOPMENT, STANFORD BINET INTELLIGENCE TEST, TALENT IDENTIFICATION.

MODERATELY GIFTED AND HIGHLY GIFTED CHILDREN WERE STUDIED TO DETERMINE DIFFERENCES IN EDUCATIONAL DEVELOPMENT, ADJUSTMENT, PHYSICAL DEVELOPMENT, AND FAMILY BACKGROUND. SCHOOL PSYCHOLOGY INTERNS NOMINATED POTENTIALLY CAPABLE PUPILS FROM GRADES THREE TO SIX. FROM THESE, 65 MATCHED PAIRS OF MODERATELY GIFTED (IQ SCORES OF 120 TO 130) AND HIGHLY GIFTED (IQ SCORES OF 148 AND ABOVE) WERE SELECTED. STANFORD-BINET INTELLIGENCE TEST SCORES, IOWA EVERY PUPIL TEST OF BASIC SKILLS SCORES, INSTITUTE FOR PERSONALITY AND ABILITY TESTING CHILDREN'S PERSONALITY QUESTIONNAIRE SCORES, PARENT RATINGS OF CHILD, AUTOBIOGRAPHIES, WHO IS IT SCORES, SCHOOL RECORDS, SOCIOECONOMIC LEVELS, AND HOME INFORMATION WERE OBTAINED. STRUCTURED INTERVIEWS AND INSTRUMENTS MEASURING CREATIVITY AND SELF CONCEPT WERE USED WITH 40 OF THE SUBJECTS. FINDINGS INDICATED THAT THE HIGHLY GIFTED GROUP CAME FROM MORE AFFLUENT BACKGROUNDS, HAD MORE HIGHLY EDUCATED PARENTS, AND RATED HIGHER ON CREATIVITY MEASURES. BOTH GROUPS WERE FOUND TO BE

WELL ADJUSTED, AND THERE WERE NO OUTSTANDING DIFFERENCES OF PHYSICAL DEVELOPMENT. TEACHERS DID NOT IDENTIFY 25 PERCENT OF THE HIGHLY GIFTED. LARGE NUMBERS WOULD HAVE BEEN MISSED THROUGH RELIANCE ON GROUP TESTS. THE STUDY RECOMMENDS A STATE REGISTRY OF HIGHLY GIFTED CHILDREN, SUMMER WORKSHOPS FOR TEACHERS, AND EXCESS COST SUPPORT. (RM)

ED 013 519

EC 000 615

MECHAM, MERLIN J. AND OTHERS

COMMUNICATION TRAINING IN CHILDHOOD BRAIN DAMAGE, A MONOGRAPH IN THE BANNERSTONE DIVISION OF AMERICAN LECTURES IN SPEECH AND HEARING. REPORT NUMBER AMER-LECT-SER-660

PUB DATE 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *CEREBRAL PALSY, *LANGUAGE INSTRUCTION, *MINIMALLY BRAIN INJURED, *SPECIAL EDUCATION, *SPEECH INSTRUCTION, AUDITORY TRAINING, BEHAVIOR, CHILDREN, CURRICULUM, EDUCATIONAL THERAPY, LANGUAGE DEVELOPMENT, LEARNING DIFFICULTIES, NEUROLOGICALLY HANDICAPPED, PERCEPTUALLY HANDICAPPED, PRESCHOOL PROGRAMS, PSYCHOLOGICAL CHARACTERISTICS, PSYCHOLOGICAL EVALUATION, SPEECH EVALUATION, SPEECH HANDICAPS, SPEECH THERAPISTS.

INTENDED AS A TEXT SOURCE BOOK, OR PRACTICAL REFERENCE, THE BOOK DISCUSSES SPEECH AND HEARING PROBLEMS, PSYCHOLOGICAL AND LINGUISTIC IMPLICATIONS, AND SPECIAL EDUCATION FOR CEREBRAL PALSY AND BRAIN DAMAGED CHILDREN. NUMBER AND COMPLEXITY OF SPEECH AND HEARING PROBLEMS ARE EMPHASIZED, I.E. NEUROMUSCULAR INVOLVEMENT, ARTICULATION, RHYTHM, VOICE AND BREATHING, DISCRIMINATION, HEARING ACUITY, AUDITORY LINGUISTICS, AND SYMBOLIC PROBLEMS. METHODS OF EVALUATING SPEECH AND HEARING OF BRAIN DAMAGED CHILDREN ARE DISCUSSED, AND THE TEAM APPROACH IS RECOMMENDED FOR GATHERING PSYCHOLOGICAL, SOCIAL, AND EDUCATIONAL INFORMATION. ACCORDING TO THE AUTHORS, IN SHAPING SPEECH, HEARING, AND LANGUAGE BEHAVIOR, THE THERAPIST STRIVES FOR PERSONAL SOCIAL COMMUNICATION, PUTTING LANGUAGE INTO LIFE SITUATIONS. THE THERAPY FOLLOWS A DEVELOPMENTAL SCHEDULE GEARED TO THE CHILD'S LEVEL. RECEPTIVE AND EXPRESSIVE LANGUAGE RELATES TO MEANINGFUL EXPERIENCES, RATHER THAN SOUND DRILLS. IN SUMMARIZING THE PSYCHOLOGICAL AND LINGUISTIC IMPLICATIONS OF CHILDHOOD BRAIN DAMAGE, THE AUTHORS LIST BEHAVIORAL CHARACTERISTICS, METHODS OF PSYCHOLOGICAL EVALUATION, AND BRIEFLY TREAT EMOTIONAL FACTORS. CURRICULUM, GROUPING, AND METHODS OF REPORTING PROGRESS FOR THE PRESCHOOL LEVEL ARE DISCUSSED. GENERAL LEARNING PROBLEMS AND PROBLEMS RELATED TO SPECIFIC EDUCATIONAL SUBJECT AREAS, SUCH AS READING AND ARITHMETIC, ARE DISCUSSED ALONG WITH SUGGESTIONS FOR APPROPRIATE TEACHING TECHNIQUES. REFERENCE LIST CONTAINS 421 ITEMS. THIS DOCUMENT WAS PUBLISHED BY CHARLES C THOMAS, PUBLISHER, SPRINGFIELD, ILLINOIS. \$11.75. (JB)

ED 013 520

EC 000 635

RUVIN, HAROLD EZOR, EDWIN

THE BRAIN-INJURED CHILD, A SUMMARY REPORT OF CONFERENCE ON THE CHILD WITH LEARNING DISABILITIES (JERSEY CITY, MARCH 25, 1965).

JERSEY CITY STATE COLL., N.J.

NEW JERSEY PARENTS ASSN. OF BRAIN-INJURED CHILDREN

PUB DATE 25 MAR 65

EDRS PRICE MF-\$0.25 HC-\$1.28 30P.

DESCRIPTORS *DIAGNOSTIC TEACHING, *LEARNING DIFFICULTIES, *MINIMALLY BRAIN INJURED, CHILDREN, ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES, JERSEY CITY, NEUROLOGICALLY HANDICAPPED, SPECIAL EDUCATION.

THE BASIC VIEWPOINT OF THIS CONFERENCE IS THAT CHILDREN WITH LEARNING DISABILITIES MUST BE EVALUATED INDIVIDUALLY ACCORDING TO THEIR SPECIFIC DYSFUNCTIONS AND PLACED IN EDUCATIONAL SETTINGS ACCORDING TO THEIR INDIVIDUAL NEEDS. IN THE FEATURED ADDRESS, "NEW APPROACHES IN EDUCATION FOR THE CHILD WITH LEARNING DISABILITIES," BARBARA BATEMAN DESCRIBED THREE MAJOR TYPES OF PROBLEMS OF CHILDREN WITH LEARNING DISABILITIES--VISUAL-MOTOR, AUDITORY-VOCAL, AND READING. IN THESE AREAS, SPECIAL EDUCATION MUST TEACH SKILLS NORMALLY LEARNED AUTOMATICALLY. IDEALLY, THESE CHILDREN SHOULD BE IDENTIFIED AS EARLY AS POSSIBLE TO PREVENT SCHOOL FAILURE AND OTHER NEGATIVE EXPERIENCES. EARLY DETECTION WOULD ENABLE TEACHERS TO TAKE ADVANTAGE OF CRITICAL LEARNING PERIODS WHEN CERTAIN SKILLS ARE MORE EFFICIENTLY TAUGHT THAN AT ANY OTHER TIME. WHILE SOME CHILDREN WITH LEARNING DISABILITIES NEED RESIDENTIAL FACILITIES, MANY DO NOT. INDIVIDUAL NEEDS SHOULD BE CONSIDERED. DIAGNOSTIC TEACHING IS THE RECOMMENDED METHOD WITH BRAIN-INJURED CHILDREN. THIS INVOLVES LOCATING THE LEARNING DIFFICULTY AND DESCRIBING THE PROBLEM BEHAVIORALLY. MODIFICATION OF THIS BEHAVIOR THEN TAKES PLACE. THE ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES IS A GOOD DIAGNOSTIC TOOL. SEVERAL TRENDS IN THE EDUCATION OF CHILDREN WITH LEARNING DISABILITIES ARE--(1) THE CREATION OF GROUP SCREENING TESTS, (2) INCREASED FOCUS ON PREVENTIVE TEACHING, (3) MORE COOPERATION AND COMMUNICATION AMONG VARIOUS DISCIPLINES (ALTHOUGH COMMUNICATION BETWEEN TEACHERS AND RESEARCHERS IS LACKING), (4) RAPID ADOPTION OF FADS, AND (5) RESEARCH ON BETTER QUESTIONS AS MORE ATTENTION IS PAID TO INDIVIDUAL NEEDS. A 15-ITEM BIBLIOGRAPHY IS INCLUDED. (RS)

ED 013 521

EC 000 655

EWING, ALEXANDER EWING, ETHEL C.

TEACHING DEAF CHILDREN TO TALK.

PUB DATE 64

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *AURALLY HANDICAPPED, *HEARING AIDS, *LIPREADING, *SPEECH, *SPEECH INSTRUCTION, AUDITION (PHYSIOLOGY), CHILDREN, DEAF, HARD OF HEARING, LEARNING READINESS, PARENT COUNSELING, PARENT ROLE, SPEECH EVALUATION.

DESIGNED AS A TEXT FOR AUDIOLOGISTS AND TEACHERS OF HEARING IM-

PAIRED CHILDREN, THIS BOOK PRESENTS BASIC INFORMATION ABOUT SPOKEN LANGUAGE, HEARING, AND LIP-READING. METHODS AND RESULTS OF EVALUATING SPOKEN LANGUAGE OF AURALLY HANDICAPPED CHILDREN WITHOUT USING READING OR WRITING ARE REPORTED. VARIOUS TYPES OF INDIVIDUAL AND GROUP HEARING AIDS ARE EXPLAINED. PRINCIPLES AND METHODS ARE SUGGESTED FOR THE GUIDANCE OF PARENTS OF AURALLY HANDICAPPED CHILDREN. GUIDELINES FOR THE CLASSROOM SPEECH INSTRUCTION OF (1) CHILDREN UNDER FIVE YEARS OF AGE AND (2) CHILDREN AGED FIVE TO EIGHT ARE DISCUSSED. INITIAL STAGES OF SPEECH DEVELOPMENT FOR THE AURALLY HANDICAPPED AND METHODS DESIGNED TO PRODUCE SPEECH AND ARTICULATION READINESS ARE TREATED. INFORMATION ABOUT THE SOUND PATTERNS OF SPEECH (ACOUSTIC PHONETICS) AND PRODUCTION OF SOUND BY SPEECH ORGANS (MOTOR PHONETICS) IS PRESENTED FOR VOWELS AND CONSONANTS. REFERENCE LISTS CONTAIN 87 CITATIONS. THIS DOCUMENT WAS PUBLISHED BY THE VOLTA BUREAU, WASHINGTON, D.C. \$6.95. (HK)

ED 013 522 EC 000 657

CHILDREN'S BUREAU ACTIVITIES IN MENTAL RETARDATION.
CHILDRENS BUREAU, WELFARE ADMIN.,
WASHINGTON, D.C.

PUB DATE 66

EDRS PRICE MF-\$0.25 HC-\$0.76 17P.

DESCRIPTORS *FEDERAL AID, *FEDERAL PROGRAMS, *HEALTH SERVICES, *MENTAL RETARDATION, *WELFARE SERVICES, CHILDRENS BUREAU, MENTALLY HANDICAPPED, RESEARCH PROJECTS, STATE PROGRAMS.

A HISTORY OF THE CONCERN FOR MENTALLY HANDICAPPED CHILDREN BY THE CHILDREN'S BUREAU IS FOLLOWED BY DESCRIPTIONS OF ITS VARIOUS PROGRAMS. HEALTH SERVICES INCLUDE APPROPRIATION OF FUNDS FOR SPECIAL PROJECTS SERVING THE MENTALLY HANDICAPPED; PERSONNEL TRAINING THROUGH GRANTS TO UNIVERSITIES, GRANT PROGRAMS FOR MATERNITY AND INFANT CARE PROJECTS, AND SUPPORT OF SCREENING, DETECTION, AND TREATMENT PROGRAMS RELATED TO PHENYLKETONURIA. MULTIPLY HANDICAPPED RETARDED CHILDREN RECEIVE SPECIAL CLINICAL PROGRAM FUNDS. THE CHILD WELFARE SERVICES PROGRAM AUTHORIZES FUNDS FOR PARENT COUNSELING, HOMEMAKER SERVICES, FOSTER FAMILY CARE, ADOPTIVE SERVICES, AND OTHERS. A STAFF DEVELOPMENT AND TRAINING PROGRAM PROVIDES TUITION AND MAINTENANCE GRANTS FOR EDUCATIONAL LEAVE FOR CHILD WELFARE PERSONNEL. STATE AND LOCAL EFFORTS TO EXPAND AND IMPROVE THEIR SERVICES TO THE MENTALLY HANDICAPPED ARE STIMULATED AND ASSISTED BY THE BUREAU IN THE DEVELOPMENT OF GUIDES AND PROGRAM MATERIALS, CURRICULUM PLANNING, COORDINATION OF SERVICES, AND OTHER CONSULTATIVE SERVICES. GRANTS ARE AVAILABLE FOR RESEARCH AND DEMONSTRATION PROJECTS OF REGIONAL OR NATIONAL SIGNIFICANCE OR WITH NEW METHODS AND FACILITIES. STUDIES THAT SHOW PROMISE OF MAKING A SUBSTANTIAL CONTRIBUTION TO THE ADVANCEMENT OF HEALTH PROGRAMS FOR MOTHERS AND CHILDREN

ARE ALSO SUPPORTED. FUTURE PLANS INCLUDE SUPPORT FOR THE PREVENTION OF RETARDATION, EXPANSION OF COMMUNITY PROGRAMS, CLINICAL CENTERS, GENETIC AND BIOCHEMICAL LABORATORY SERVICES, AND ADDITIONAL TRAINING PROJECTS FOR PROFESSIONAL AND SUBPROFESSIONAL WORKERS. (RS)

ED 013 523

GLASS, GENE V.

A CRITIQUE OF EXPERIMENTS ON THE ROLE OF NEUROLOGICAL ORGANIZATION IN READING PERFORMANCE.

PUB DATE 66

EDRS PRICE MF-\$0.50 HC-\$2.88 70P.

DESCRIPTORS *NEUROLOGICAL ORGANIZATION, *READING DIFFICULTY, *READING RESEARCH, *RESEARCH METHODOLOGY, ADOLESCENTS, C.H. DELACATO, CHILDREN, EVALUATION, LITERATURE REVIEWS, METHODS RESEARCH, NEUROLOGICALLY HANDICAPPED, READING INSTRUCTION.

FIFTEEN EMPIRICAL STUDIES CONCERNED WITH THE ROLE WHICH NEUROLOGICAL ORGANIZATION PLAYS IN THE TEACHING AND IMPROVEMENT OF READING ARE ANALYZED. FOLLOWING A REVIEW OF DELACATO'S THEORY OF NEUROLOGICAL ORGANIZATION, EACH OF THE STUDIES IS PRESENTED WITH ALTERNATIVE INTERPRETATIONS OF THE DATA AND WITH IMPLICATIONS NOT ACKNOWLEDGED OR CONTRARY TO THOSE DRAWN BY THE ORIGINAL AUTHORS. EACH STUDY IS ANALYZED IN DETAIL AS TO THE MANNER OF SELECTION OF SUBJECTS (THE SUBJECTS WHO PARTICIPATED IN ALMOST ALL OF THE EXPERIMENTS REPORTED IN THIS PAPER COULD NOT BE CHARACTERIZED AS SERIOUSLY NEUROLOGICALLY DISORGANIZED), THE STATISTICAL ANALYSIS OF DATA, EXPERIMENTAL TREATMENT, AND THE IMPLICATIONS DRAWN FROM THE REPORTED RESULTS. THE AUTHOR IS GENERALLY CRITICAL OF THE STUDIES FOR THEIR LACK OF ADHERENCE TO ACCEPTABLE STANDARDS FOR EMPIRICAL EXPERIMENTAL DESIGN. HIS CONCLUSION IS THAT ALL THE EMPIRICAL RESEARCH REPORTED THUS FAR HAS FAILED TO PRODUCE COGENT EVIDENCE THAT D.H. DELACATO'S THERAPY HAS AN EFFECT ON THE READING OF NORMAL SUBJECTS. IN REVIEWING STUDIES WHICH CONTAIN INFORMATION ON THE CORRELATION OF NEUROLOGICAL ORGANIZATION AND CERTAIN VARIABLES, THE AUTHOR FINDS THAT MEASURES OF NEUROLOGICAL ORGANIZATION ARE MORE HIGHLY CORRELATED WITH MEASURES OF NON-VERBAL INTELLIGENCE THAN THEY ARE WITH MEASURES OF READING ACHIEVEMENT. THE FIFTEEN STUDIES ARE ALL TAKEN FROM EXPERIMENTS REPORTED IN THREE VOLUMES WRITTEN BY DELACATO AND LISTED IN THE 36-ITEM BIBLIOGRAPHY. (TM)

ED 013 524

THE SCHOOLHOUSE IN THE CITY.

EDUCATIONAL FACILITIES LABS. INC.,
NEW YORK, N.Y.

PUB DATE OCT 66

EDRS PRICE MF-\$0.25 HC-\$1.04 24P.

DESCRIPTORS *CITY IMPROVEMENT, *COMMUNITY SCHOOLS, *SCHOOL LOCATION, *URBAN SCHOOLS, BUILDING IMPROVEMENT, EDUCATION COMPLEXES, EDUCATIONAL FACILITIES, SCHOOL DESIGN, SCHOOL PLANNING, SCHOOL SERV-

ICES, SPECIAL ZONING.

THE CHANGING ROLE OF THE SCHOOLHOUSE REFLECTS THE CHANGING NATURE OF SOCIETY. NEW SOCIAL MOVEMENTS AND PLANNING CONCEPTS, SHIFTING POPULATION COMPOSITION, AND NEW EDUCATIONAL PROGRAMS DEFINE PROBLEMS TO BE RESOLVED BY THE URBAN SCHOOLHOUSE. THE ANSWERS LIE IN ITS TRANSFORMATION TO A COMMUNITY-ORIENTED CENTER THROUGH PRACTICAL MEANS. JOINT OCCUPANCY PROVIDES A FEASIBLE ECONOMIC SOLUTION TO THE PROBLEM OF HIGH CENTRAL CITY LAND COSTS. PROJECTS IN TWO CITIES SHOW INTEGRATION OF THE SCHOOLHOUSE INTO A MULTI-FUNCTION FACILITY. COST REDUCTIONS ALSO OCCUR IN THE USE OF PUBLIC AIR AND WATER RIGHTS, THE CONVERSION OF EXISTING BUILDINGS, AND THE REJUVENATION OF OUTMODDED FACILITIES. MORE COMPREHENSIVE SOLUTIONS TO THE PROBLEM OF SCHOOL-COMMUNITY RELATIONSHIP ARE FOUND IN THE CENTRALIZATION PATTERN OF THE EDUCATION PARK, WHILE THE PROBLEM OF THE PERIPATETIC FAMILY PATTERN MAY DEPEND UPON INDUSTRY'S DEVELOPMENT OF A SUCCESSFUL DEMOUNTABLE CLASSROOM. (MH)

ED 013 525

EF 000 010

WIENS, JOHN L. AND OTHERS

SCHOOLS AND INNOVATION-A PROLOGUE TO PLANNING.

RENSELAER POLYTECHNIC INST., TROY, N.Y.

PUB DATE JAN 65

EDRS PRICE MF-\$1.00 HC-\$9.00 223P.

DESCRIPTORS *EDUCATIONAL PLANNING, *INNOVATION, *SCHOOL ARCHITECTURE, HORIZONTAL ORGANIZATION, USOE, VERTICAL ORGANIZATION.

PROVIDING A COMMON GROUND OF UNDERSTANDING BETWEEN EDUCATOR AND ARCHITECT IN THE PLANNING PROCESS IS THE GOAL OF THIS REPORT. CLOSING THE COMMUNICATION GAP BETWEEN THE TWO GROUPS IS ACCOMPLISHED BY DISCUSSING EDUCATIONAL INNOVATIONS. ABANDONMENT OF THE TRADITIONAL PUPIL-TEACHER RATIO FORMULA IN FAVOR OF VARYING GROUP SIZES IS SUGGESTED AS A SOLUTION TO SPACE AND PERSONNEL SHORTAGES. INDIVIDUAL DIFFERENCES AMONG STUDENTS ARE SUGGESTED AS REASONS FOR BREAKING LOCKSTEP TECHNIQUES WITH SUCH ALTERNATIVES AS NONGRADING, HOMOGENEOUS TRACKING, INDIVIDUALIZED SCHEDULING, AND INDIVIDUAL STUDENT PROGRESS. EFFECTIVE STAFF ORGANIZATION IS VIEWED FROM VARIOUS PERSPECTIVES SUCH AS TRADITIONAL, EXTENDED, MODULAR, OR STUDENT PLANNED PERIODS. EXTENSION OF THE SCHOOL DAY, WEEK, AND YEAR IS ALSO CONSIDERED. NEW CONCEPTS IN PLANT ORGANIZATION ARE OFFERED AS RESPONSES TO NEW PHILOSOPHIES OF EDUCATION. IMPROVED ADMINISTRATIVE AND COMMUNICATIVE PROCESSES, COMPUTER SCHEDULING, MECHANIZED LIBRARY SERVICES, AND NEW AUDIO-VISUAL MEDIA ARE INCLUDED AMONG THE INNOVATIONS DISCUSSED. WHILE MOST OF THE REPORT DEALS WITH THAT PHASE OF EDUCATION INVOLVING YOUTH, ATTENTION ALSO IS DIRECTED TO THE ROLE OF THE SCHOOL BEYOND TRADITIONAL BOUNDARIES. THE REPORT INCLUDES A BIBLIOGRAPHY FOR EACH CHAPTER. (RH)

ED 013 526

EF 000 015

WALKER, CHARLES R. COFFELT, JOHN J. PHYSICAL FACILITIES FOR HIGHER EDUCATION IN OKLAHOMA. SELF-STUDY OF HIGHER EDUCATION IN OKLAHOMA.

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

PUB DATE DEC 64

EDRS PRICE MF-\$0.75 HC-\$5.56 137P.

DESCRIPTORS *COLLEGE PLANNING, *EDUCATIONAL NEEDS, *FACILITIES GUIDELINES, *FACILITIES INVENTORY, *FACILITIES UTILIZATION, COLLEGE BUILDINGS, EDUCATIONAL FACILITIES, EDUCATIONAL SPECIFICATIONS, OKLAHOMA, OKLAHOMA CITY, STATE AID.

THE REPORT IS A SELF-STUDY OF THE PHYSICAL FACILITIES OF 21 INSTITUTIONS OF HIGHER EDUCATION IN OKLAHOMA. IT INVOLVED THE STUDY OF SUCH TOPICS AS--(1) THE INVENTORY AND EVALUATION OF EXISTING LAND AND BUILDINGS ACCORDING TO CURRENT AND REPLACEMENT VALUE, AGE, QUALITY AND FUTURE USE, (2) THE INVENTORY OF ASSIGNABLE SPACE BY SQUARE FOOTAGE, DISTRIBUTION AND NUMBER OF ROOMS WITHIN ROOM TYPE AND FUNCTION, (3) THE UTILIZATION OF CLASSROOMS AND LABORATORIES BY DAY OF WEEK, HOUR OF DAY, ROOM CAPACITY AND ASSIGNMENT, AND (4) THE PROJECTION OF SPACE NEEDS AND ESTIMATED PHYSICAL PLANT COSTS. DATA WERE COLLECTED BY THE PARTICIPATING INSTITUTIONS AND EVALUATIONS WERE MADE BY A VISITATION TEAM OF RESEARCH STAFF. FORMS USED IN THE STUDY ARE INCLUDED. A NUMBER OF SPECIFIC RECOMMENDATIONS WERE PRESENTED, THE THRUST OF WHICH WAS THAT THE STATE OFFICIALS AND COLLEGE OFFICIALS SHOULD COOPERATE IN THE MAINTENANCE AND IMPROVEMENT OF PRESENT FACILITIES AND LONG-RANGE PLANNING OF NEEDED EDUCATIONAL FACILITIES. (HH)

ED 013 527

EF 000 026

O'BRIEN, RICHARD J. COST MODEL FOR LARGE URBAN SCHOOLS. NATIONAL CENTER FOR EDUCATIONAL STATISTICS (DHEW)

REPORT NUMBER NCES-TN-30

PUB DATE 26 APR 67

EDRS PRICE MF-\$0.25 HC-\$1.08 25P.

DESCRIPTORS *COSTS, *SCHOOL CONSTRUCTION, *URBAN EDUCATION, CAPITAL, EQUIPMENT, EXPENDITURES, SCHOOL LOCATION, TRANSPORTATION, USE.

THIS DOCUMENT CONTAINS A COST SUBMODEL OF AN URBAN EDUCATIONAL SYSTEM. THIS MODEL REQUIRES THAT PUPIL POPULATION AND PROPOSED SCHOOL BUILDING ARE KNOWN. THE COST ELEMENTS ARE--(1) CONSTRUCTION COSTS OF NEW PLANTS, (2) ACQUISITION AND DEVELOPMENT COSTS OF BUILDING SITES, (3) CURRENT OPERATING EXPENSES OF THE PROPOSED SCHOOL, (4) PUPIL TRANSPORTATION COSTS, (5) INSTRUCTIONAL EQUIPMENT COSTS, AND (6) DEBT SERVICE COSTS. VARIABLES CITED THAT DETERMINE CONSTRUCTION COSTS OF NEW SCHOOLS ARE ADMINISTRATION COSTS, SPACE PER PUPIL, TOTAL PUPILS, AND THE SQUARE FOOT COST. FROM EVIDENCE PRESENTED, THE ASSUMPTION THAT LARGER SCHOOL PLANTS COST LESS PER PUPIL CANNOT BE SUPPORTED. QUANTITY RATHER THAN QUALITY OF BUILDING WAS CONSIDERED. LAND COSTS ARE DETERMINED BY COST PER

ACRE, LAND NEEDED FOR TYPE OF SCHOOL, LAND NEEDED PER PUPIL, AND TOTAL NUMBER OF PUPILS. CURRENT OPERATING COSTS ARE ESTIMATED FROM SALARY LEVEL AND NUMBER OF STAFF, EDUCATIONAL LEVEL AND NUMBER OF PUPILS, AND TEACHER-PUPIL RATIO. TRANSPORTATION EXPENSES ARE DETERMINED FROM EQUIPMENT COST, MAINTENANCE AND STORAGE COST, PUPILS TRANSPORTED, EFFECTIVE CAPACITY OF BUS PER MILE COST OF OPERATION, BUS SPEED, AND PUPIL COLLECTION TIME. INSTRUCTIONAL EQUIPMENT COSTS ARE DETERMINED FROM PURCHASE AND MAINTENANCE COSTS, AND NUMBER OF PUPILS USING EQUIPMENT. DEBT SERVICE COSTS ARE ESTIMATED FROM CONSTRUCTION, BUS, EQUIPMENT, LAND PURCHASE, INTEREST VARIABLES, AND AMORTIZATION SCHEDULE. (JZ)

ED 013 528

EF 000 027

CLARK, STEPHEN C. AND OTHERS URBAN EDUCATION SYSTEMS ANALYSIS. NATIONAL CENTER FOR EDUCATIONAL STATISTICS (DHEW)

REPORT NUMBER NCES-TN-24

PUB DATE 20 JAN 67

EDRS PRICE MF-\$0.25 HC-\$0.64 14P.

DESCRIPTORS *COSTS, *DECISION MAKING, *SYSTEMS ANALYSIS, *URBAN EDUCATION, DEMOGRAPHY, ESTIMATED COSTS, SCHOOL DEMOGRAPHY, USE.

ANALYSIS OF URBAN EDUCATIONAL SYSTEMS MAY BE ACHIEVED BY USE OF AN ANALYTICAL MODEL. THE MODEL MAY BE USED IN DECISION-MAKING REGARDING SCHOOL LOCATION, ENROLLMENT, FACILITIES, ORGANIZATION, PROGRAMS AND COSTS. KNOWN DATA SUCH AS MONIES AVAILABLE, STAFF ALLOCATION, AND CURRENT SCHOOL PLANT ARE INTRODUCED INTO THE MODEL. IN THE STRUCTURE OF THE MODEL--(1) AN INITIAL INVESTMENT POLICY (BUILDING) IS PROPOSED BY THE ADMINISTRATOR. THE PROPOSAL IS RELATED TO (2) AN URBAN SUBMODEL WHICH COMBINES PUPIL POPULATION, LOCATION, TRANSPORTATION NEEDS, AND SOCIO-ECONOMIC CHARACTERISTICS OF THE COMMUNITY, (3) SCHOOL SUBMODEL WHICH DESCRIBES THE SCHOOL PROGRAM, SITE SPECIFICATIONS AND DEVELOPMENT PLANS, STAFF SPECIFICATIONS, AND SPACE AND EQUIPMENT PROVISIONS PER PUPIL BY INSTRUCTIONAL AREA, AND (4) COST SUBMODEL WHICH HELPS TO ESTIMATE ACCURATELY TOTAL PER PUPIL EXPENDITURE FOR REMODELING EXISTING FACILITIES COMPARED TO NEW SITE AND CONSTRUCTION PROPOSALS, PER PUPIL TRANSPORTATION EXPENDITURES, AND CURRENT OPERATION COSTS. IN AN INTERACTION SUBMODEL (5), SUBMODELS (2), (3), AND (4) ARE SUMMED. SUBMODEL (6) EVALUATES BENEFITS AND COSTS PER PUPIL IN RELATION TO EDUCATIONAL OBJECTIVES, CAUSING EXAMINATION SUBMODEL (7), THROUGH FEEDBACK, TO ALTER THE ORIGINAL PROPOSAL (1), JUSTIFYING, MODIFYING, OR ELIMINATING THE INITIAL INVESTMENT POLICY. (BD)

ED 013 529

EF 000 038

PROGRAM OF EDUCATIONAL REQUIREMENTS FOR EXPERIMENTAL LEARNING CENTERS IN STATE COLLEGES IN PENNSYLVANIA.

EDUCATIONAL RESEARCH SERVICES INC. PUB DATE DEC 62

EDRS PRICE MF-\$0.50 HC-\$3.96 97P.

DESCRIPTORS *DEMONSTRATION CENTERS, *EDUCATIONAL SPECIFICATIONS, *ENVIRONMENTAL INFLUENCES, *EXPERIMENTAL SCHOOLS, *RESEARCH AND DEVELOPMENT CENTERS, AUDIO VIDEO LABORATORIES, CLASSROOM ARRANGEMENT, CLASSROOM RESEARCH, EDUCATION SERVICE CENTERS, EDUCATIONAL COMPLEXES, EDUCATIONAL TELEVISION, LEARNING LABORATORIES, PENNSYLVANIA STATE DEPARTMENT OF PUBLIC INSTRUCTION, PLANNING, SCHOOL ARCHITECTURE, SCHOOL SPACE, TEACHING TECHNIQUES, TRAINING LABORATORIES.

THE REPORT COMMUNICATES TO ARCHITECTS THE DIFFERENCES BETWEEN THE FUNCTIONS CONTEMPLATED IN EXPERIMENTAL LEARNING CENTERS AND THE ACTIVITIES CONVENTIONALLY ASSUMED TO TAKE PLACE IN TYPICAL SCHOOLS AND PARTICULARLY CAMPUS LABORATORY SCHOOLS. THE NEW CONCEPT OF EXPERIMENTAL LEARNING CENTERS REQUIRES ORIGINAL AND CREATIVE ARCHITECTURAL PLANNING. THE FUNCTIONS OF THE CENTERS ARE FOR--(1) RESEARCH AND EXPERIMENTATION, (2) DEVELOPMENT AND DEMONSTRATION, (3) PROVIDING SERVICES TO SCHOOL SYSTEMS AND (4) TRAINING TEACHERS. THOUGH THE PRIMARY FUNCTION IS RESEARCH AND EXPERIMENTATION, THE SUBSTANCE OF THE ACTIVITY IN THESE CENTERS WILL BE THE DEVELOPMENT OF GOOD EDUCATION. GOOD EDUCATION REQUIRES ATTENTION TO SOME OF THE SPECIAL ENVIRONMENTAL CONDITIONS ESSENTIAL TO EFFECTIVE LEARNING. THE REPORT GOES ON TO DESCRIBE THE EXPERIMENTAL LEARNING CENTERS IN TERMS OF--(1) THE CONCEPT OF SPACE ORGANIZATION, (2) THE SCHOOL CHILDREN'S COMPONENT, (3) THE COLLEGE COMPONENT, (4) EDUCATIONAL TELEVISION FACILITIES, (5) THE STATISTICAL LABORATORY, (6) SPACE REQUIREMENTS AND (7) A CHECKLIST OF SPECIAL FEATURES. THE APPENDIX INCLUDES THE FOLLOWING SECTIONS--(1) BASIC QUESTIONS TO BE ANSWERED IN DETERMINING FACILITIES FOR STATE COLLEGE EXPERIMENTAL CENTERS IN PENNSYLVANIA, (2) SOME EDUCATIONAL IMPERATIVES AND THEIR IMPLICATIONS FOR ELEMENTARY SCHOOL FACILITIES, (3) LABORATORY SCHOOLS IN PERSPECTIVE, (4) TRENDS IN FACILITIES FOR ELEMENTARY EDUCATION AND (5) LARGE-GROUP INSTRUCTION SPACES. (RK)

ED 013 530

EF 000 046

KINNE, W.S., JR. UNIVERSITY RESEARCH BUILDINGS FOR SHORT-TERM GRANT PROGRAMS. UNIVERSITY FACILITIES RES. CTR., MADISON, WIS.

EDUCATIONAL FACILITIES LABS. INC., NEW YORK, N.Y.

PUB DATE DEC 61

EDRS PRICE MF-\$0.25 HC-\$1.20 28P.

DESCRIPTORS *COLLEGE PLANNING, *CONSTRUCTION COSTS, *GUIDELINES, *RESEARCH AND DEVELOPMENT CENTERS, *SCHOOL LOCATION, COLLEGE BUILDINGS, CONSTRUCTION NEEDS, ILLINOIS, MADISON, PROGRAM ADMINISTRATION, URBANA, WISCONSIN. GUIDELINES WERE ESTABLISHED TO ASSIST IN THE PLANNING AND DEVELOPMENT OF ADEQUATE FACILITIES FOR SHORT-TERM RESEARCH GRANT PROGRAMS. FUNCTIONAL CRITERIA WERE

DEVELOPED FROM THE ANALYSES OF COST STUDIES AND A SURGE SPACE STUDY AT THE UNIVERSITY OF ILLINOIS. ALTERNATIVES WERE SUGGESTED FOR THE PROVISION, PHYSICAL CHARACTERISTICS, SITE LOCATION, BUILDING TYPE AND ADMINISTRATIVE CONTROL OF THE FACILITIES. IT WAS RECOMMENDED THAT FLEXIBILITY, ECONOMY AND EXPANSIBILITY BE INTEGRATED WITH OVERALL CAMPUS PLANNING IN THE SELECTION OF AN APPROPRIATE SOLUTION. THE APPENDIX INCLUDES SEVERAL ALTERNATIVE FLOOR PLANS AND A COST BREAKDOWN FOR THE SURGE UNIT AT THE UNIVERSITY OF ILLINOIS. (JP)

ED 013 531

EF 000 047

KINNE, W.S., JR.

HORIZONTAL AND VERTICAL CIRCULATION IN UNIVERSITY INSTRUCTIONAL AND RESEARCH BUILDINGS.

UNIVERSITY FACILITIES RES. CTR., MADISON, WIS.

EDUCATIONAL FACILITIES LABS. INC., NEW YORK, N.Y.

PUB DATE NOV 61

EDRS PRICE MF-\$0.25 HC-\$1.04 24P.

DESCRIPTORS *BUILDING DESIGN, *CODIFICATION, *COLLEGE BUILDINGS, *COLLEGE PLANNING, *FACILITIES GUIDELINES, FACILITIES UTILIZATION, MADISON, WISCONSIN.

TO FACILITATE CIRCULATION PLANNING IN BUILDINGS USED FOR HIGHER EDUCATIONAL INSTRUCTION AND RESEARCH, A PILOT STUDY WAS CONDUCTED WITH THE INTENT OF DEVELOPING GENERALIZED RECOMMENDATIONS FOR HORIZONTAL AND VERTICAL CIRCULATION FACILITIES. A SURVEY TECHNIQUE WAS DEVELOPED AND APPLIED TO FOUR CLASSROOM AND TWO RESEARCH BUILDINGS IN ORDER TO OBSERVE AND RECORD—(1) CIRCULATION ON PARTICULAR FLOORS DURING PEAK WORK LOADS, (2) NUMBER OF PERSONS IN EACH ROOM ON A FLOOR DURING THE MORNING, (3) THE LENGTH OF THE KEY CIRCULATION ROUTES, (4) TRAVEL TIME OF KEY ROUTES DURING NON-PEAK PERIODS, AND (5) TRAVEL TIME OF KEY ROUTES DURING PEAK PERIODS. DATA ON PERMISSIBLE DENSITY, CLASSROOM UTILIZATION AND PLANNING STANDARDS WERE CONSIDERED IN THE RECOMMENDATIONS FOR HORIZONTAL CIRCULATION. IN ADDITION TO THESE FACTORS, VERTICAL CIRCULATION RECOMMENDATIONS CONSIDERED LAND, BUILDING AND CIRCULATION FACILITIES COSTS. IN ORDER TO PLACE THE STUDY WITHIN THE FRAMEWORK OF CORRECT DESIGN PRACTICE THE HORIZONTAL AND VERTICAL CIRCULATION RECOMMENDATIONS WERE COMPARED WITH BUILDING CODES OF TWO CITIES, THREE STATES AND TWO NATIONAL ASSOCIATIONS. IN ADDITION TO INTRA-BUILDING CIRCULATION, CLASS SCHEDULING AND PHYSICAL PLANT LOCATION WILL DETERMINE CIRCULATION TIME AND DISTANCE. SURVEY PROCEDURE AND THE DATA COLLECTION FORM ARE PRESENTED IN THE APPENDIX. (BH)

ED 013 532

EF 000 066

SCHOOL SITE ANALYSIS AND DEVELOPMENT.

CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO

PUB DATE 66

EDRS PRICE MF-\$0.25 HC-\$1.76 42P.

DESCRIPTORS *PLAYGROUNDS, *RECREATIONAL FACILITIES, *SCHOOL LOCATION, *SCHOOL PLANNING, ATHLETIC ACTIVITIES, EDUCATIONAL FACILITIES, EDUCATIONAL NEEDS, EDUCATIONAL PLANNING, EDUCATIONAL SPECIFICATIONS, PARKING AREAS, PHYSICAL FACILITIES, PLAYGROUND ACTIVITIES, SCHOOL SIZE, SCHOOL SPACE.

THIS STUDY REPRESENTS A SEARCH FOR A SYSTEM OF DETERMINING THE AMOUNT OF LAND REQUIRED TO CONDUCT THE EDUCATIONAL PROGRAMS OFFERED BY THE CALIFORNIA PUBLIC SCHOOLS. DATA IS CONTAINED IN TABLES THAT PROVIDE A BASIS OF DETERMINING THE SITE SIZE FOR A SCHOOL THAT IS BEING DESIGNED TO SERVE A SPECIFIC ENROLLMENT SIZE AND GRADE LEVEL RANGE. THE SITE FACTORS INCLUDED WERE—(1) LAND FOR OUTDOOR PHYSICAL EDUCATION (2) DEVELOPED BUILDING SITE (3) PARKING AND ACCESS ROADS (4) PERCENT FACTOR FOR LAYOUT. SITE REQUIREMENT CATEGORIES INCLUDED WERE—(1) SMALL SCHOOLS (FEWER THAN 7 CLASSROOMS) (2) ELEMENTARY GRADES (3) GRADES 7 THROUGH 9 (4) GRADES 9 THROUGH 12. SUPPORTING THIS DATA ARE DIAGRAMS OF SPACE MODULES REPRESENTING THE VARIOUS FACILITY LAYOUTS. MODULE COMBINATION DEPENDS ON THE VARIOUS ENROLLMENT SIZES GIVEN. TO FACILITATE THIS ANALYSIS, A BRIEF SEQUENTIAL SITE PLAN DEVELOPMENT PROCEDURE AND LIST OF ESSENTIAL SITE SURVEY DATA ARE INCLUDED. (MH)

ED 013 533

EF 000 075

GILES, FREDERICK. AND OTHERS

A GENERAL SITE LOCATION STUDY FOR A REGIONAL COLLEGE FOR THE OKANAGAN AREA OF BRITISH COLUMBIA.

PUB DATE 15 MAR 65

EDRS PRICE MF-\$0.50 HC-\$2.20 53P.

DESCRIPTORS *COLLEGE PLANNING, *FEASIBILITY STUDIES, *GEOGRAPHIC DISTRIBUTION, *SCHOOL LOCATION, ASSESSED VALUATION, BRITISH COLUMBIA, COMMUTING STUDENTS, OKANAGAN AREA, POPULATION DISTRIBUTION, SCHOOL DEMOGRAPHY.

THE FEASIBILITY AND GENERAL SITE LOCATION OF A REGIONAL COLLEGE FOR TEN SCHOOL DISTRICTS IN THE OKANAGAN AREA OF BRITISH COLUMBIA WAS STUDIED AND ESTABLISHED. GEOGRAPHIC CENTERS OF POPULATION DISTRIBUTION, TRANSPORTATION, GENERAL ECONOMY AND SCHOOL POPULATIONS FOR GRADES 1-12 AND 13-14 WERE DETERMINED FROM THE ANALYSIS OF DEMOGRAPHIC, GEOGRAPHIC AND ECONOMIC SURVEYS OF THE REGION. COMPARISONS WITH PREVIOUSLY ESTABLISHED CRITERIA FOR POTENTIAL COMMUTING STUDENTS AND FOR ASSESSED VALUATION RESULTED IN THE RECOMMENDATION THAT A REGIONAL COLLEGE BE LOCATED NEAR THE FOCUS OF THE VARIOUS GEOGRAPHIC CENTERS. THIS COMPOSITE GEOGRAPHIC CENTER HAD A RADIUS OF TEN MILES AND CONTAINED SEVEN POTENTIAL, SPECIFIC SITE LOCATIONS NEAR THE CITY OF KELONNA. THE REPORT ALSO RECOMMENDED AN ADDITIONAL STUDY TO SELECT THE SPECIFIC SITE LOCATION. (BH)

ED 013 534

EF 000 076

CORNETT, R. ORIN

REPORT OF A SURVEY OF POTENTIALITIES

FOR A COLLEGE IN MOBILE, ALABAMA. OFFICE OF EDUCATION, WASHINGTON, D.C.

PUB DATE SEP 59

EDRS PRICE MF-\$0.50 HC-\$2.56 62P.

DESCRIPTORS *COLLEGE PLANNING, *ENROLLMENT PROJECTIONS, *FEASIBILITY STUDIES, *FINANCIAL SUPPORT, *SECTARIAN COLLEGES, ALABAMA, BAPTIST, COMMUNITY ATTITUDES, FINANCIAL NEEDS, JUNIOR COLLEGES, MOBILE, POPULATION DISTRIBUTION.

THE PURPOSE OF THE SURVEY WAS TO DETERMINE THE FEASIBILITY OF A BAPTIST COLLEGE IN MOBILE, ALABAMA. DATA WERE COLLECTED REGARDING LOCAL POPULATION TRENDS, PROXIMITY TO OTHER INSTITUTIONS OF HIGHER EDUCATION IN THE STATE, INTEREST AND RESOURCES OF POTENTIAL DONORS FROM BAPTISTS AND NON-BAPTISTS IN THE MOBILE AREA AND STATE-WIDE BAPTIST CHURCH MEMBERSHIP. THE EVALUATION OF LOCAL FINANCIAL POTENTIAL AND NEEDS INDICATED THAT—(1) THERE WAS A NEED FOR ADDITIONAL HIGHER EDUCATION OPPORTUNITY IN MOBILE, (2) ALTHOUGH THE FINANCIAL POTENTIAL WAS PRESENT, THE INTEREST IN THE PROJECT NEEDED STIMULATING AND (3) THE ALABAMA BAPTIST CONVENTION WAS CAPABLE OF PROVIDING OPERATING SUBSIDY FOR A NEW COLLEGE. THE SURVEY RECOMMENDED THAT—(1) THE FINDINGS OF THE SURVEY BE STUDIED BY THE ALABAMA BAPTIST CONVENTION, (2) IF THE ALABAMA BAPTIST CONVENTION WAS INTERESTED IN SUPPORTING THIS PROJECT, THE CAMPAIGN BE REORGANIZED AND (3) THE ALABAMA BAPTIST CONVENTION CONSIDER TAKING AN ACTIVE PART IN THE SECURING OF A STATE COLLEGE. THIS REPORT WAS PREPARED FOR THE ALABAMA BAPTIST CONVENTION (SEPTEMBER 1959). (HH)

ED 013 535

EF 000 078

STOKE, STUART M. AND OTHERS

STUDENT REACTIONS TO STUDY FACILITIES WITH IMPLICATIONS FOR ARCHITECTS AND COLLEGE ADMINISTRATORS.

PUB DATE 60

EDRS PRICE MF-\$0.50 HC-\$2.48 60P.

DESCRIPTORS *CARRELS, *DORMITORIES, *INDIVIDUAL STUDY, *STUDENT REACTION, *STUDY FACILITIES, ADMINISTRATOR GUIDES, CONTROLLED ENVIRONMENT, EDUCATIONAL SPECIFICATIONS, ENVIRONMENTAL INFLUENCES, EQUIPMENT, LIBRARY FACILITIES, PLANNING, STUDY, STUDY HABITS, THE COMMITTEE FOR NEW COLLEGE.

THE RESEARCH REPORTED WAS DONE TO FIND IN WHAT DIRECTIONS NEW STUDY SPACE CONSTRUCTION MIGHT PROFITABLY VENTURE. NEARLY 100 STUDENTS OF EACH OF THE NEIGHBORING FOUR INSTITUTIONS WERE SAMPLED. THREE MAJOR TYPES OF EVIDENCE WERE SOUGHT AND USED—(1) EACH STUDENT KEPT A DIARY OF HIS STUDYING FOR A CONSECUTIVE PERIOD OF FOUR DAYS ON FORMS FURNISHED, (2) STUDENTS ALSO COMMENTED ON THE PLACES IN WHICH THEY STUDIED ADDING SUGGESTIONS, AND (3) FILLED IN AN OPINIONNAIRE JUDGING 95 DESCRIBED STUDY CONDITIONS. A RECORD OF 8,876 HOURS OF STUDY WAS TAKEN. RESULTS SHOWED THAT USE AND APPROVAL OF STUDY SPACE VARIED INVERSELY WITH SIZE. TWELVE PERCENT OF ALL STUDYING TOOK PLACE IN THE LARGE LIBRARY

READING ROOMS AND FIFTY-SIX PERCENT OCCURED IN THE TWO SMALLEST PLACES-DORMITORY ROOMS AND CARRIAGES. THE MOST FREQUENTLY USED STUDY SPACE WAS ALSO THE ONE WITH THE MOST VARIETY OF USES-DORMITORY ROOMS. FORTY-EIGHT PERCENT OF ALL THE STUDYING REPORTED TOOK PLACE THERE. LIGHTING, HEATING, VENTILATION, PRIVACY AND GENERAL PERSONAL COMFORT COULD BE CONTROLLED. DORMITORIES VARY IN THE AMOUNT OF STUDYING DONE IN THEM WITH REGARD TO DISTANCE FROM THE LIBRARY AND CLASSROOMS, CONSTRUCTION AND GROUP BEHAVIOR. EMPTY CLASSROOMS COULD SERVE AS STUDY AREAS IF DESIGNED FOR FLEXIBILITY. FURNITURE SHOULD BE PURCHASED IN RATIOS TO FIT THE PROPORTIONS OF NOT ONLY THE AVERAGE, THE CRITERIA OF GOOD STUDY CONDITIONS SHOULD BE USED WHEN PLANNING STUDY SPACE. (RK)

ED 013 536

EM 000 483

LYLE, DAVID

WASHINGTON COUNTY CLOSED-CIRCUIT TELEVISION REPORT.

WASHINGTON COUNTY BOARD OF EDUC., HAGERSTOWN, MD.

EDRS PRICE MF-\$0.50 HC-\$3.48 85P.

DESCRIPTORS *CLASSROOM RESEARCH, *CLOSED CIRCUIT TELEVISION, *EDUCATIONAL IMPROVEMENT, *INSTRUCTIONAL TELEVISION, *STUDENT TEACHER RELATIONSHIP, ACADEMIC ACHIEVEMENT, AUDIOVISUAL AIDS, CLASS SIZE, CONVENTIONAL INSTRUCTION, COSTS, CURRICULUM, EFFECTIVE TEACHING, ELEMENTARY SCHOOLS, HAGERSTOWN, HIGH SCHOOLS, JUNIOR HIGH SCHOOLS, MARYLAND, RURAL URBAN DIFFERENCES, STUDENT ATTITUDES, TEACHER ATTITUDES.

THE INSTRUCTIONAL POTENTIAL OF TELEVISION WAS EVALUATED FROM 1966 TO 1961 IN THE WASHINGTON COUNTY, MD., SCHOOL SYSTEM. ALL GRADES AND ALL COURSES WERE INVOLVED. TELEVISION INSTRUCTION WAS MADE INTEGRAL TO THE COURSES, BUT IT DID NOT OCCUPY A MAJOR PART OF THE SCHOOL DAY. 45 SCHOOLS WERE LINKED IN A CLOSED-CIRCUIT TELEVISION NETWORK. SIX DIFFERENT LESSONS COULD BE BROADCAST SIMULTANEOUSLY TO OVER 800 SETS. LESSONS WERE TRANSMITTED, MOSTLY LIVE, FROM A TELEVISION CENTER WITH 5 STUDIOS. A TEACHING TEAM CONSISTED OF THE STUDIO TEACHER AND THE CLASSROOM TEACHER, WHO PREPARED STUDENTS FOR THE TELEVIEWED LESSON AND LED DISCUSSION AFTER IT. A SUBJECTIVE AND OBJECTIVE EVALUATION PROGRAM WAS CONDUCTED BY INTERVIEW, QUESTIONNAIRE, AND EXAMINATION. STUDENT ACHIEVEMENT IN BASIC SUBJECT AREAS WAS MEASURED, NOTING DIFFERENCES BETWEEN ACHIEVEMENT IN URBAN AND RURAL SCHOOLS. AFTER 5 YEARS IT WAS FOUND THAT THE CURRICULUM HAD BEEN IMPROVED AND ENLARGED AT A PRACTICABLE COST. A MAJORITY OF STUDENTS AND TEACHERS LIKED TELEVIEWED INSTRUCTION. TABULATED RESULTS OF STUDENT ACHIEVEMENT IN MATHEMATICS, SCIENCE, SOCIAL STUDIES, ENGLISH, ART, MUSIC AND FRENCH GENERALLY FAVORED STUDENTS WHO HAD RECEIVED TELEVIEWED INSTRUCTION FOR A LONGER PERIOD OVER STUDENTS RECEIVING LESS OR NO TELEVIEWED INSTRUCTION. THE PROJECT WAS NOT CONDUCTED AS A FORMAL EXPERIMENT. (MS)

ED 013 537

EM 000 485

ORTON, KENNETH D.

THE EFFECTS OF CERTAIN RESPONSE CHARACTERISTICS IN PROGRAMED INSTRUCTION ON ERRORS, RATE OF LEARNING, AND RETENTION.

NEBRASKA UNIV., LINCOLN

REPORT NUMBER CRP-S-478

REPORT NUMBER BR-5-8433

PUB DATE 67

EDRS PRICE MF-\$0.50 HC-\$3.64 89P.

DESCRIPTORS *COLLEGE STUDENTS, *EDUCATIONAL PSYCHOLOGY, *PROGRAMED INSTRUCTION, *RESPONSE MODE, *TEACHING MACHINES, ACADEMIC PERFORMANCE, EXPERIMENTS, LINCOLN, LINEAR PROGRAMING, NEBRASKA, RETENTION.

TO INVESTIGATE THE ROLE OF MULTIPLE RESPONSE ALTERNATIVES AS CONSTRAINTS ON THE MEANING OF THE CORRECT RESPONSE, 200 SUBJECTS IN AN INTRODUCTORY EDUCATIONAL PSYCHOLOGY COURSE WERE RANDOMLY ASSIGNED TO 8 TREATMENT GROUPS VARYING ITEM DIFFICULTY, RESPONSE AND SELF-CORRECTION (OVERT V. COVERT), PLUS ONE GROUP FOR USUAL LINEAR PROGRAMING INSTRUCTION. ANALYSIS OF VARIANCE ON IMMEDIATE AND DELAYED ACHIEVEMENT POST-TESTING, USING HALF MULTIPLE CHOICE AND HALF COMPLETION ITEMS SHOWED THE FOLLOWING. EASY ITEMS, CONSTRUCTED RESPONSES AND ERROR CORRECTION RESULTED IN A REDUCED ERROR RATE. DIFFICULT FOILS AND ERROR CORRECTION RESULTED IN SUPERIOR PERFORMANCE ON THE IMMEDIATE COMPLETION TEST, BUT NO FACTORS RESULTED IN DIFFERENTIAL PERFORMANCE ON THE DELAYED COMPLETION TEST. THE LINEAR PROGRAM WAS MORE EFFECTIVE FOR ALL CONDITIONS EXCEPT DIFFICULT FOILS AND CORRECTION PROCEDURE. DIFFICULT ITEMS AFFECTED PERFORMANCE ONLY ON THE DELAYED MULTIPLE CHOICE TEST. EASY ITEMS AND THE LINEAR PROGRAM PROMOTED IDENTICAL RESPONSE ERROR REPETITIONS FROM THE IMMEDIATE TO THE DELAYED TEST. RESULTS SUGGEST THAT DIFFICULT, PLAUSIBLE ITEMS COUPLED WITH A CORRECTION PROCEDURE, MAY BE THE MOST EFFECTIVE ADAPTATION OF THE LINEAR PROGRAM. ALL SUBJECTS WHO TOOK THIS PROGRAM OUT-PERFORMED THOSE EXPOSED TO THE LINEAR PROGRAM ON EVERY CRITERION MEASURE. (LH)

ED 013 538

56

EM 000 488

SCANLON, JAMES A. TOM, FREDERICK K.T.

THE RELATIVE EFFECTIVENESS OF SUPPLEMENTING PROGRAMED INSTRUCTION WITH BLOCKED VERSUS SPACED REVIEW.

CORNELL UNIV., ITHACA, N.Y.

REPORT NUMBER BR-7-8068

PUB DATE 18 MAY 67

GRANT OEG-1-7-078068-2993

EDRS PRICE MF-\$0.25 HC-\$1.84 44P.

DESCRIPTORS *AGRICULTURAL EDUCATION, *GRADE 9, *INSTRUCTIONAL FILMS, *PROGRAMED INSTRUCTION, *REVIEW (REEXAMINATION), EXPERIMENTS, LEARNING, PROGRAMED TEXTS, PROJECTION EQUIPMENT, RETENTION.

NINTH GRADE STUDENTS ENROLLED IN FIRST-YEAR VOCATIONAL AGRICULTURE IN TWENTY-SEVEN NEW YORK SCHOOLS MADE UP THE SAMPLE. TEACHERS WERE CONTACTED BY MAIL, SUPPLIED WITH THE MATERIALS AND INSTRUCTIONS, AND DID THE ACTUAL AD-

MINISTERING OF THE TREATMENTS. IN CONTACT CLASSES WERE RANDOMLY ASSIGNED TO ONE OF THREE CONDITIONS. GROUP 1 RECEIVED PROGRAMED INSTRUCTION PLUS BLOCKED REVIEW. GROUP 2 RECEIVED THE PROGRAM PLUS SPACED REVIEW, AND GROUP 3 THE PROGRAM ALONE. REVIEW WAS PROVIDED BY A SPECIALLY CONSTRUCTED FILMSTRIP. WITH SPACED REVIEW, RELEVANT SECTIONS OF THE FILM WERE SHOWN AFTER EACH SECTION OF THE PROGRAM WAS COVERED. WITH BLOCKED REVIEW THE ENTIRE FILM WAS SHOWN AFTER THE COMPLETION OF THE PROGRAM. THE PROGRAMED TEXTS REQUIRED FROM FIVE TO SEVEN HOURS TO COMPLETE. ALL STUDENTS WERE TESTED FOR AMOUNT LEARNED USING A PAPER-AND-PENCIL TEST CONSTRUCTED BY THE AUTHOR. THEY WERE RE-TESTED FOR RETENTION THIRTY DAYS LATER. THE DATA WERE ANALYZED USING ANALYSIS OF COVARIANCE WITH SCORES FROM A READING TEST AS THE COVARIANT. THE RESULTS DID NOT SUPPORT THE HYPOTHESES. THE ADDITION OF REVIEW TO THE PROGRAMED INSTRUCTION DID NOT LEAD TO SIGNIFICANTLY GREATER LEARNING. BLOCKED REVIEW PROVED BETTER THAN SPACED REVIEW (THE REVERSE OF WHAT WAS HYPOTHESIZED), AND NO DIFFERENCES WERE FOUND BETWEEN TREATMENTS ON THE TEST FOR DELAYED RETENTION. (THE APPENDICES TO THIS STUDY WERE DELETED FROM THIS FINAL REPORT. THEY ARE AVAILABLE FROM THE CORNELL UNIVERSITY LIBRARY.) (RG)

ED 013 539

EM 000 489

SCHURDAK, JOHN J.

AN APPROACH TO THE USE OF COMPUTERS IN THE INSTRUCTIONAL PROCESS AND EVALUATION.

INTERNATIONAL BUSINESS MACHINES CORP.

REPORT NUMBER RR-RC-1432

PUB DATE 06 JUL 65

EDRS PRICE MF-\$0.25 HC-\$1.68 40P.

DESCRIPTORS *COLLEGE GRADUATES, *COLLEGE STUDENTS, *PROGRAMED INSTRUCTION, *PROGRAMED TEXTS, *TEACHING MACHINES, ACADEMIC ABILITY, ACADEMIC PERFORMANCE, CONVENTIONAL INSTRUCTION, EXPERIMENTS, LINEAR PROGRAMING, NEW YORK, NEW YORK CITY, PROGRAMING, STUDENT ATTITUDES.

RELATIVELY ABLE, WELL-MOTIVATED COLUMBIA UNIVERSITY UNDERGRADUATES AND GRADUATES WERE ASSIGNED AT RANDOM TO 3 GROUPS AND TAUGHT FORTRAN PROGRAMING BY COMPUTER, PROGRAMED TEXT (LINEAR TYPE) AND CONVENTIONAL TEXT. GOAL OF THE COURSE WAS TO USE THE COMPUTER TO ACHIEVE INTELLIGENT INDIVIDUALIZATION OF INSTRUCTION BASED ON EACH STUDENT'S PERFORMANCE. SUBJECTS IN THE COMPUTER GROUP COMMUNICATED WITH A 1440-1448 COMPUTING SYSTEM THROUGH 2 1050 KEYBOARD-TYPE TERMINALS. KEY FEATURES OF COMPUTER INSTRUCTION WERE IMMEDIATE FEEDBACK AND CORRECTION OF ERRORS, AND PROGRESS CONTINGENT ON THE QUALITY OF EACH RESPONSE IN FREQUENT COMPREHENSIVE EXAMINATIONS. ALTERNATE FORMS OF AN ACHIEVEMENT TEST WERE ADMINISTERED ON THE DAY AFTER COMPLETION OF THE COURSE. THE COMPUTER GROUP'S MEAN SCORE WAS SIGNIFICANTLY HIGHER THAN THE MEAN

SCORES OF EITHER OF THE OTHER GROUPS. THE GROUPS DID NOT DIFFER RELIABLY ON LEARNING RATE, ALTHOUGH ERROR RATE ON DIAGNOSTIC AND DRILL SECTIONS WAS RATHER HIGH. STUDENTS' ATTITUDES TOWARD THE COMPUTER AND EQUIPMENT, AND TOWARD THE PROGRAMED TEXT WERE FAVORABLE. IT WAS CONCLUDED THAT THE COMPUTER PROGRAM CAN ADJUST TO A WIDE RANGE OF INDIVIDUAL DIFFERENCES IN LEARNING AND THAT REVISION OF EXISTING CURRICULUM MATERIALS BEFORE USING COMPUTERIZED INSTRUCTION IS NOT NECESSARY. (LH)

ED 013 540 EM 000 506

CARPENTER, C.R. GREENHILL, L.P.

AN INVESTIGATION OF CLOSED-CIRCUIT TELEVISION FOR TEACHING UNIVERSITY COURSES. INSTRUCTIONAL TELEVISION RESEARCH, PROJECT NUMBER ONE.

PENNSYLVANIA STATE UNIV., UNIVERSITY PARK

PUB DATE 31 JUL 65

EDRS PRICE MF-\$0.50 HC-\$4.32 106P.

DESCRIPTORS *CLASSROOM RESEARCH; *CLOSED CIRCUIT TELEVISION; *COLLEGE STUDENTS; *COLLEGE TEACHERS; *INSTRUCTIONAL TELEVISION; *PSYCHOLOGY; *ACADEMIC PERFORMANCE; *CHEMISTRY; *COSTS; *EFFECTIVE TEACHING; *EQUIPMENT STANDARDS; *EXPERIMENTS; *FEASIBILITY STUDIES; *STUDENT ATTITUDES; *STUDENT TEACHER RELATIONSHIPS; *TEACHER ATTITUDES.

THIS PROJECT COMPARED THE EFFECTIVENESS OF UNMODIFIED UNIVERSITY COURSES TAUGHT VIA CLOSED-CIRCUIT TELEVISION WITH THE EFFECTIVENESS OF THE SAME COURSES CONVENTIONALLY TAUGHT FOR ONE SEMESTER. THE ACCEPTABILITY OF TELEVIEWED INSTRUCTION TO STUDENTS, FACULTY, AND ADMINISTRATORS WAS MEASURED, AS WAS THE FEASIBILITY OF USING MODERATE COST TELEVISION EQUIPMENT. GENERAL CHEMISTRY AND GENERAL PSYCHOLOGY WERE USED FOR THE EXPERIMENT. STUDENTS WERE CHOSEN FOR UNIFORM ABILITY, INTEREST, AND PREVIOUS KNOWLEDGE. THREE GROUPS WERE SET UP WITHIN EACH COURSE: (1) RECEIVING CONVENTIONAL INSTRUCTION IN TELEVISION ORIGINATING ROOM, (2) RECEIVING TELEVIEWED INSTRUCTION, (3) CONTROL GROUP RECEIVING CONVENTIONAL INSTRUCTION. MODERATE COST VIDICON EQUIPMENT WAS USED. OBJECTIVE TESTS ON COURSE CONTENT MEASURED STUDENT ACHIEVEMENT. STUDENTS AND TEACHERS RECORDED THEIR REACTIONS TO TELEVIEWED INSTRUCTION. EQUIPMENT CONDITION WAS RECORDED. THE DIFFERENCE BETWEEN THE EFFECTIVENESS OF TELEVIEWED INSTRUCTION VERSUS CONVENTIONAL INSTRUCTION WAS NOT STATISTICALLY SIGNIFICANT. DIRECT PRESENTATION PROVED SLIGHTLY MORE EFFECTIVE. STUDENT REACTIONS TO TELEVIEWED INSTRUCTION WERE NEUTRAL OR SLIGHTLY NEGATIVE. FACULTY WERE SKEPTICAL BUT WILLING TO EXPERIMENT. ADMINISTRATORS WERE FAVORABLE. MODERATE COST VIDICON EQUIPMENT PROVED ADEQUATE, THOUGH MAINTENANCE WAS A PROBLEM. OTHER APPLICATION AND PROBLEMS OF INSTRUCTIONAL TELEVISION ARE ALSO DISCUSSED. (MS)

ED 013 541 EM 000 512

FILEP, ROBERT T.

THE RELATIONSHIP OF LEARNER CHARACTERISTICS TO MEDIA STIMULI AND PROGRAMING SEQUENCES.

SYSTEM DEVELOPMENT CORP., SANTA MONICA, CALIF.

REPORT NUMBER SP-2718-000-01

PUB DATE 03 APR 67

EDRS PRICE MF-\$0.25 HC-\$1.56 37P.

DESCRIPTORS *GRADE 8; *INSTRUCTIONAL FILMS; *PROGRAMED INSTRUCTION; *TEACHING MACHINES; *ACADEMIC ABILITY; *AURAL STIMULI; *CALIFORNIA; *CHARACTERISTICS; *ETHNIC ORIGINS; *EXPERIMENTS; *INTELLIGENCE; *LEARNING; *LINEAR PROGRAMING; *LOS ANGELES; *NATURAL SCIENCES; *OPTIONAL BRANCHING; *PROJECTION EQUIPMENT; *SEX; *SOCIOECONOMIC STATUS; *VISUAL STIMULI.

THREE EXPERIMENTS WERE CONDUCTED ON THE USE OF PROGRAMED INSTRUCTION TO TEACH GENERAL SCIENCE TO EIGHTH GRADE STUDENTS. THREE VISUAL STIMULUS MODES AND THREE AUDIO STIMULUS MODES WERE USED WITH EITHER LINEAR OR BRANCHING PROGRAMS AND SUBJECT CONTENT WHICH WAS EITHER NON-CONCRETE, CONCRETE, OR ACTION-PROCESS. LEARNER CHARACTERISTICS VARIED WERE IQ, SEX, ACHIEVEMENT, ETHNIC BACKGROUND, PARENT'S OCCUPATIONS, AND APTITUDE. AUTOMATED TEACHING DEVICES WERE USED WHICH INCORPORATED BOTH FILM STRIPS AND SLIDE PROJECTORS. DATA COLLECTED ON AMOUNT LEARNED WERE ANALYZED USING ANALYSIS OF VARIANCE, FACTOR ANALYSIS, MULTIPLE REGRESSION, AND CO-VARIANCE ANALYSIS. IQ SCORE WAS THE BEST PREDICTOR OF LEARNING. ETHNIC BACKGROUND ACCOUNTED FOR ONLY A SMALL PORTION OF THE TOTAL VARIANCE. A POSITIVE CORRELATION BETWEEN LEARNING AND PARENT'S OCCUPATION WAS SIGNIFICANT FOR ALL THREE EXPERIMENTS. NO SEX DIFFERENCES, INDEPENDENT OF OCCUPATIONAL AND ETHNIC BACKGROUND DIFFERENCES, WERE FOUND. EXCEPTIONAL CHILDREN (I.E., LOW IQ AND NON-WHITE, AND REPRESENTING THE THREE LOWEST OCCUPATIONAL GROUPS) LEARNED BEST WITH THE BRANCHING, NONVERBAL, SOUND TREATMENTS USED IN PRESENTING THE MATERIAL. SOME INDICATIONS WERE FOUND THAT THE EXCEPTIONAL CHILDREN LEARNED BETTER WITH THE BRANCHING THAN WITH THE LINEAR PROGRAMS. (RG)

ED 013 542 EM 000 524

LEVONIAN, EDWARD CASE, HARRY W.

EFFECTIVENESS OF TRAFFIC SAFETY FILMS IN RELATION TO EMOTIONAL INVOLVEMENT.

CALIFORNIA UNIV., LOS ANGELES

REPORT NUMBER ITTE-RR-40

PUB DATE JUN 65

EDRS PRICE MF-\$0.75 HC-\$7.72 191P.

DESCRIPTORS *ANXIETY; *DRIVER EDUCATION; *HIGH SCHOOL STUDENTS; *INSTRUCTIONAL FILMS; *RETENTION; *CALIFORNIA; *EFFECTIVE TEACHING; *FEAR; *LOS ANGELES; *TRAFFIC SAFETY.

HIGH SCHOOL STUDENTS ENROLLED IN FOUR DRIVER EDUCATION CLASSES WERE SHOWN A TRAFFIC SAFETY FILM, THEN TESTED FOR INFORMATION RETENTION AFTER 10 MINUTES AND AGAIN AFTER 1 WEEK. FORGETTING WAS DEFINED AS A CORRECT RESPONSE ON THE FIRST TEST BUT NOT ON THE SECOND, WHILE REMINISCENCE WAS DEFINED AS THE CONVERSE. RETENTION WAS DEFINED AS A CORRECT RESPONSE BOTH

TIMES. ANXIETY AROUSAL DURING FILM PRESENTATION WAS MEASURED VIA GALVANIC SKIN RESPONSE AND PLOTTED THROUGH SUCCESSIVE MINUTES OF THE FILM. THE PRIMARY HYPOTHESIS THAT FORGETTING, RETENTION, AND REMINISCENCE WOULD BE ASSOCIATED WITH SMALLER, MEDIUM, AND LARGER INCREASES IN AROUSAL NEAR THE MOMENT OF PRESENTATION WAS SUPPORTED. THIS FINDING RUNS COUNTER TO A BELIEF OFTEN EXPRESSED IN THE LITERATURE (BUT, AS POINTED OUT IN A LENGTHY REVIEW IN THIS REPORT, NOT SUPPORTED BY EVIDENCE) THAT COMMUNICATION EFFECTIVENESS DEPENDS ON A LOW LEVEL OF ANXIETY AROUSAL OR AN AROUSAL REDUCTION. THESE RESULTS IMPLY THAT TRAFFIC SAFETY FILMS (FOR INSTANCE) MAY BE MORE EFFECTIVE IF ANXIETY OR FEAR IS AROUSED. A COROLLARY CONCLUSION IS THAT AN EFFECTIVE FILM SHOULD ALTERNATE SEQUENCES THAT AROUSE AND REDUCE ANXIETY, WITH INFORMATION PRESENTED AT MOMENTS OF ANXIETY AROUSAL ONLY. CONTENT OF ANXIETY-AROUSING SEQUENCES NEED NOT BE PERTINENT TO INFORMATION TO BE RETAINED. IN A METHODOLOGICAL ASIDE, THE AUTHORS STRESS THE NECESSITY FOR A DELAYED TEST OF INFORMATION RETENTION, BECAUSE OF THE REMINISCENCE PHENOMENON. (BP)

ED 013 543

FL 000 033

MOULTON, WILLIAM G.

"ENATION" AND "AGNATION."

PUB DATE 66

EDRS PRICE MF-\$0.25 HC-\$0.28 5P.

DESCRIPTORS *APPLIED LINGUISTICS; *GRAMMAR; *MODERN LANGUAGES; *PATTERN DRILLS (LANGUAGE); *TRANSFORMATION THEORY (LANGUAGE); *GERMAN; *LANGUAGE INSTRUCTION; *SUBSTITUTION DRILLS.

NEW ANALYTICAL INSIGHTS INTO THE FOREIGN LANGUAGE BEING TAUGHT CAN BE HELPFUL TO THE LANGUAGE TEACHER. TWO SUCH CONCEPTS, "ENATION" AND "AGNATION," ARE PRESENTED IN H.A. GLEASON'S "LINGUISTICS AND ENGLISH GRAMMAR." "ENATION" IS THE GRAMMATICAL RELATIONSHIP OF TWO SENTENCES WHICH HAVE THE SAME GRAMMATICAL STRUCTURE BUT ARE UNRELATED IN MEANING. ONE CAN BE CONVERTED INTO THE OTHER BY THE PROCESS OF SUBSTITUTION. TEACHING STUDENTS TO APPLY THIS PROCESS IS THE BASIS FOR SUBSTITUTION DRILLS. OTHER SENTENCES HAVE BOTH SEMANTIC AND GRAMMATICAL RELATIONSHIPS, SUCH AS A SENTENCE IN THE ACTIVE VOICE WHICH CAN BE CONVERTED TO THE PASSIVE VOICE AND VICE VERSA. THE TWO-WAY RELATIONSHIP OF THESE SENTENCES IS "AGNATION," AND STUDENTS CAN BE TAUGHT TO CONVERT THEM INTO CORRESPONDING "AGNATE" SENTENCES THROUGH TRANSFORMATION DRILLS. USING THESE CONCEPTS TO EXPLAIN DIRECT AND REFLEXIVE OBJECTS IN GERMAN IS ONLY ONE EXAMPLE BY WHICH TEACHERS CAN HELP STUDENTS HAVE A BETTER UNDERSTANDING OF GRAMMAR. THIS ARTICLE WAS PUBLISHED IN THE "FLORIDA FL REPORTER," VOLUME 4, NUMBER 3, SPRING 1966. (AM)

ED 013 544

FL 000 042

ESTARELLAS, JUAN

AVIERS AND TECHNOLOGICAL INSTRUCTION.

TION-EXPERIENCES WITH THE NEW EDUCATIONAL REVOLUTION.

PUB DATE AUG 66

EDRS PRICE MF-\$0.25 HC-\$0.80 18P.

DESCRIPTORS *AUDIO VIDEO LABORATORIES, *AUTOINSTRUCTIONAL AIDS, *COLLEGE LANGUAGE PROGRAMS, *COMPUTER ASSISTED INSTRUCTION, *COMPUTER ORIENTED PROGRAMS, AUTOINSTRUCTIONAL LABORATORIES, AUTOINSTRUCTIONAL PROGRAMS, AVIRS, MODERN LANGUAGES, PROGRAMED INSTRUCTION.

THE AUDIO-VISUAL OR VIDEO INFORMATION RETRIEVAL SYSTEM (AVIRS) HAS BEEN MISUSED AS A SOURCE OF INFORMATION AND AS AN AID TO STUDENTS RATHER THAN AS AN APPLICATION OF BEHAVIORAL TECHNOLOGY TO THE SYSTEMATIC PRODUCTION OF SPECIFIED BEHAVIORS FOR INSTRUCTIONAL PURPOSES. TO AVOID THE NEEDLESS EXPENDITURE OF VAST SUMS OF MONEY, INSTITUTIONS INTERESTED IN TECHNOLOGICAL INSTRUCTION CENTERS SHOULD PLACE QUALIFIED, EXPERIENCED INDIVIDUALS IN KEY ADMINISTRATIVE POSITIONS. THE FIRST ASPECT TO BE CONVERTED SHOULD BE THE BASIC INSTRUCTIONAL UNIT OF THE INSTITUTION-THE DEPARTMENT. THE DEPARTMENT OF LANGUAGES AND LINGUISTICS OF FLORIDA ATLANTIC UNIVERSITY UTILIZES AN INFORMATION RETRIEVAL SYSTEM IN TEACHING TERMINAL BEHAVIOR AT THE FIRST LEVELS OF LANGUAGE INSTRUCTION. WITH INFORMATION-STIMULUS AND RESPONSE-REINFORCEMENT PROGRAMMING FRAMES, THE PROGRAM ASPIRES TO SHAPE VERBAL BEHAVIOR IN A SERIES OF CONTROLLED STUDENT ACTIVITIES WITH CONTINUED CONFIRMATION AND CORRECTION. BY THIS METHOD, THE STUDENT SELECTS HIS LEARNING SCHEDULE AND PACE IN A PROGRAM DEVELOPED EXCLUSIVELY FOR HIS NEEDS BY EXTENSIVE RESEARCH AND EXPERIMENTATION. THIS TECHNIQUE DEMANDS A GREAT DEAL FROM THE ENTIRE TEACHING PROFESSION. WITH THE DEVELOPMENT OF COMPUTERS AND COMPUTER-ASSISTED INSTRUCTION, PRODUCTION OF APPROPRIATE MATERIALS, AND TRAINING OF QUALIFIED TEACHERS, AVIRS CAN BECOME AN EFFECTIVE TEACHING SYSTEM IN A SECOND EDUCATIONAL REVOLUTION. THIS PAPER WAS PREPARED FOR THE SECOND AMA INTERNATIONAL CONFERENCE AND EXHIBIT ON EDUCATIONAL TECHNOLOGY, NEW YORK CITY, AUGUST 9-12, 1966. (AB)

ED 013 545

FL 000 123

STREVEN, PETER

ANNOUNCEMENT OF THE INTERNATIONAL ASSOCIATION OF APPLIED LINGUISTICS (L'AILA). (TITLE SUPPLIED).

PUB DATE 66

EDRS PRICE MF-\$0.25 HC-\$0.28 5P.

DESCRIPTORS *APPLIED LINGUISTICS, *INTERNATIONAL ORGANIZATIONS, *LANGUAGE INSTRUCTION, *LANGUAGE RESEARCH, *PROFESSIONAL ASSOCIATIONS, AUTOMATION.

SPONSORED BY THE COUNCIL OF EUROPE, THE INSTITUTE OF APPLIED LINGUISTICS OF STOCKHOLM UNIVERSITY, AND AN INTERNATIONAL CONGRESS OF SPECIALISTS MEETING AT THE UNIVERSITY OF NANCY. L'ASSOCIATION INTERNATIONALE DE LINGUISTIQUE APPLIQUEE (L'AILA) WAS ESTABLISHED IN 1964. ITS PRINCIPAL AIMS ARE (1) COORDINATING RESEARCH, INFORMATION, AND ACADEMIC STANDARDS IN APPLIED

LINGUISTICS, (2) ENCOURAGING THE SPREAD AND IMPROVEMENT OF FOREIGN LANGUAGE TEACHING ON AN INTERNATIONAL SCALE, (3) INVESTIGATING THE ROLE OF APPLIED LINGUISTICS IN LARGE SCALE STATISTICAL TREATMENT OF LANGUAGE, AND (4) SEEKING OUT RESEARCH GRANTS FOR SPECIALISTS IN THESE FIELDS. LARGELY DEPENDENT FINANCIALLY UPON NATIONAL ASSOCIATIONS, THE COUNCIL OF EUROPE, UNESCO, AND SIMILAR ORGANIZATIONS, L'AILA PLANS BIENNIAL COLLOQUIA TO FURTHER ITS INTERNATIONAL PROGRAM. THIS ARTICLE WAS PUBLISHED IN THE "INTERNATIONAL REVIEW OF APPLIED LINGUISTICS IN LANGUAGE TEACHING," VOLUME 4, NUMBER 1, 1966, PAGES 63-65. (GJ)

ED 013 546

FL 000 125

KOVACH, EDITH M.A.

TEN MASTER TEACHER AND PROGRAM AWARD PROGRAMS.

CLASSICAL ASSN. OF THE ATLANTIC STATES INC.

PUB DATE OCT 66

EDRS PRICE MF-\$0.25 HC-\$0.44 9P.

DESCRIPTORS *CURRICULUM DEVELOPMENT, *CURRICULUM ENRICHMENT, *LATIN, *MASTER TEACHERS, *SECONDARY SCHOOLS, ADVANCED PLACEMENT PROGRAMS, AMERICAN CLASSICAL LEAGUE, CORE CURRICULUM, ENGLISH CURRICULUM, EXPERIMENTAL CURRICULUM, FRENCH, GREEK, HUMANITIES INSTRUCTION, INSTRUCTIONAL MATERIALS, TEXTBOOKS, URBAN EDUCATION.

IN 1966 THE AMERICAN CLASSICAL LEAGUE HONORED THREE TEACHERS WITH ITS MASTER SECONDARY SCHOOL LATIN TEACHER AND PROGRAM AWARD. AMONG THE 32 PROGRAMS CITED FOR RECOGNITION, TEN (INCLUDING THOSE OF THE AWARD WINNERS) POSSESS CLEARLY INNOVATIVE FEATURES. IN BRIEF THEY FEATURE (1) A FIFTH YEAR ADVANCED PLACEMENT PROGRAM, LATIN AS INTRODUCTORY TO ANCIENT GREEK AND ITALIAN, AND TWO INTEGRATED SUMMER PROGRAMS, (2) "LATIN HERITAGE," A PROGRAM FOR INNER-CITY STUDENTS WHOSE LANGUAGE BACKGROUND IS DEFICIENT, (3) AN ORAL-LATIN PROGRAM USING A MULTISENSORY APPROACH AND FEATURING MAXIMUM USE OF LATIN AS THE LANGUAGE OF INSTRUCTION, (4) "EXPLORATORY LATIN," A 10-WEEK PROGRAM FOR EIGHTH GRADERS OF AVERAGE ABILITY, (5) BIENNIAL LATIN PLAYS PUT ON BY AN ENTIRE PRIVATE SCHOOL, (6) "A CAPPELLA SCHOLA CANTORIUM" BLENDING LANGUAGE AND MUSIC, (7) LATIN AS THE PIVOT OF A DOUBLE-PERIOD "HUMANITIES" CORE PROGRAM FOR TALENTED SEVENTH GRADE STUDENTS, (8) LATIN AND FRENCH COMBINED IN AN HONORS PROGRAM-NOT THE USUAL "EITHER-OR" CHOICE, (9) "SPECIAL LATIN" TWICE WEEKLY FOR NON-LATIN STUDENTS WHO WANT THE LINGUISTIC AND CULTURAL ADVANTAGES THAT EVEN THIS BRIEF INTRODUCTION AFFORDS, AND (10) A 4-YEAR LATIN READING COURSE WITH SPECIAL UNITS IN SCIENCE, RELIGION, MUSIC, MYTHOLOGY, AND HISTORY. THE FIRST THREE ARE THE PROGRAMS OF THE AWARD WINNERS, MR. RICHARD T. SCANLAN (EDINA, MINNESOTA), MRS. THOMAS CUTT (DETROIT, MICHIGAN), AND MR. EDWARD WOLL (AKRON, OHIO). THIS ARTICLE APPEARED IN "THE CLASSICAL WORLD," VOLUME 60, NUMBER 2, OCTOBER 1966, PAGES 37-40, 42-44, 46-47. (AUTHOR)

ED 013 547

FL 000 127

LUDWIG, ROBERT J.

A NEW LOOK AT THE LINGUAL APPROACH.

PUB DATE SEP 66

EDRS PRICE MF-\$0.25 HC-\$0.24 4P.

DESCRIPTORS *AUDIOLINGUAL METHODS, *CURRICULUM PROBLEMS, *LANGUAGE INSTRUCTION, *MODERN LANGUAGES, *TEACHING TECHNIQUES, TEACHING.

FOREIGN LANGUAGE TEACHERS WHO STRESS THE AUDIOLINGUAL APPROACH, ESPECIALLY IN PUBLIC SCHOOLS, NEED TO BE AWARE OF CURRENT PROBLEMS, PRACTICES, AND PHILOSOPHIES. USE OF THE FOREIGN LANGUAGE IN THE CLASSROOM MUST NEITHER OVERRIDE STUDENT COMPREHENSION OR PERMIT NEGLECT OF ANY OF THE FOUR BASIC SKILLS. CONTINUOUS INSERVICE TRAINING CAN DEVELOP MORE EFFECTIVE AND STIMULATING TEACHING WHILE FOSTERING DESIRABLE ARTICULATION BETWEEN TEACHING AND SUPERVISION. WELL EQUIPPED CLASSROOMS ARE AS NECESSARY AS EXPENSIVE LABORATORIES, BUT EFFECTIVE USE OF BOTH CALLS FOR AN INCREASED SUPPLY OF CAREFULLY PREPARED TAPES AND PROGRAMS. IN ORDER TO MEET THE CHALLENGES, PROSPECTIVE TEACHERS SHOULD RECEIVE SOUND GROUNDING IN STRUCTURAL LINGUISTICS IN THEIR SPECIFIC LANGUAGE FIELD. STATE AND LOCAL BOARDS SHOULD PROVIDE SUMMER STUDY GRANTS ABROAD FOR TEACHERS AND SCHOLARSHIPS IN HIGH SCHOOL AND COLLEGE FOR STUDENTS WITH SPECIAL LANGUAGE ABILITY. MAINTAINING WITHIN A DISCIPLINED FRAMEWORK A DELICATE BALANCE BETWEEN INTEGRATION OF CLASSROOM WORK AND LABORATORY PRACTICE, ENCOURAGEMENT OF SPONTANEOUS RESPONSE AND ACCURACY OF EXPRESSION, RECOGNITION OF SUPERIOR ABILITY AND AWARENESS OF THE PROBLEMS OF SLOW LEARNERS PLACES GREAT DEMANDS UPON THE CREATIVITY OF THE TEACHER. THIS ARTICLE WAS PUBLISHED IN "LANGUAGE FEDERATION BULLETIN," VOLUME 18, NUMBER 1, SEPTEMBER 1966. (GJ)

ED 013 548

FL 000 131

REICHMANN, EBERHARD

VOICE CULTURE AND THE FOREIGN LANGUAGE TEACHER, TOWARD A GREATER ALLIANCE.

PUB DATE 66

EDRS PRICE MF-\$0.25 HC-\$0.28 5P.

DESCRIPTORS *LANGUAGE TEACHERS, *MODERN LANGUAGES, *PRESERVICE EDUCATION, *SPEECH IMPROVEMENT, *TEACHER QUALIFICATIONS.

VOICE TRAINING SHOULD BE INCLUDED IN THE PREPARATION OF FOREIGN LANGUAGE TEACHERS, IF THEY ARE TO ACHIEVE THE GOAL OF APPROXIMATION OF NATIVE SPEECH. SINCE A FOREIGN LANGUAGE TEACHER'S MOST VALUABLE TOOL IS HIS OWN VOICE, A CULTURED VOICE IS DESIRABLE, IN BOTH THE NATIVE AND THE FOREIGN LANGUAGES. ONE OF THE REASONS THAT MANY TEACHER TRAINEES DO NOT ACHIEVE APPROXIMATION OF NATIVE SPEECH MAY BE THAT THE PRESENT ALLIANCE OF THE LANGUAGE TEACHER WITH THE LINGUIST, THE PHONETICIAN, THE PSYCHOLOGIST, AND THE AUDIOVISUALIST DOES NOT PROVIDE FOR OPPORTUNITIES FOR VOICE CULTURE. SINCE SUPERIOR SPEECH BEHAVIOR REQUIRES THE MOBILIZATION OF ABILITIES WHICH ARE

ESSENTIALLY HISTRIONIC, THIS ALLIANCE SHOULD INCLUDE A COLLEAGUE FROM SPEECH AND THEATER, AND TRAINING SHOULD BE REVISED TO INCLUDE EXPOSURE TO THEIR SKILLS, PARTICULARLY (1) ANALYSIS OF NATIVE LANGUAGE BEHAVIOR IN VOICE, SPEECH, GESTURE, AND POSTURE, AND (2) TRAINING IN VOLUNTARY CONTROL OF SPEECH ORGANS, ARTICULATION, PROJECTION, DYNAMICS, VOICE ECONOMY, ORAL INTERPRETATION, DRAMATIC READINGS ON STAGE, AND GESTURAL LANGUAGE. IN BRIEF, THERE SHOULD BE THE DEVELOPMENT OF A CULTURED PROFESSIONAL VOICE WITH SIMULTANEOUS ENCOURAGEMENT OF HISTRIONIC TALENTS. (AUTHOR)

ED 013 549

FL 000 132

FUGATE, JOE K.

TWO HEADS ARE BETTER THAN ONE-REPORT ON AN EXPERIMENT.

PUB DATE 66

EDRS PRICE MF-\$0.25 HC-\$0.44 9P.

DESCRIPTORS *COLLEGE LANGUAGE PROGRAMS, *EXPERIMENTAL TEACHING, *GERMAN, *STUDENT TEACHERS, *TEAM TEACHING, COOPERATING TEACHERS, KALAMAZOO, KALAMAZOO COLLEGE, LANGUAGE INSTRUCTION, LANGUAGE RESEARCH, MICHIGAN.

DURING THE FALL QUARTER OF 1965 AT KALAMAZOO COLLEGE, IN MICHIGAN, A FACULTY MEMBER AND A SENIOR STUDENT JOINTLY SHARED THE TEACHING OF TWO BEGINNING GERMAN COURSES WITH, IN EACH COURSE, SOPHOMORES AND SOME FRESHMEN FROM ALL ACADEMIC DEPARTMENTS. THE STUDENT TEACHER, IN ADDITION TO HIGH SCHOOL AND UNDERGRADUATE STUDY, HAD SPENT A YEAR-AND-A-HALF IN GERMANY AND HAD THE PROFICIENCY NECESSARY FOR THE AUDIOLINGUAL APPROACH USED IN THE TEACHING. THE STUDENTS NEVER KNEW IN ADVANCE WHICH OF THE TWO WAS TO BE THEIR INSTRUCTOR, THOUGH IN THE WEEKLY DOUBLE SESSION BOTH PARTICIPATED. A QUESTIONNAIRE AT THE TIME OF THE FINAL EXAMINATION REVEALED THAT WHILE MOST STUDENTS HAD APPROVED OF THE EXPERIMENT, THE CONSENSUS STRESSED THE IMPORTANCE OF CAREFUL SELECTION OF THE STUDENT TEACHER. SOME FELT THAT THE STUDENT TEACHER, CLOSER TO THEIR OWN STATUS, HAD AT TIMES GIVEN EXPLANATIONS MORE CLEARLY THAN THE FULL-TIME FACULTY MEMBER. BOTH TEACHERS THOUGHT THAT THEIR OWN PARTICIPATION IN THE EXPERIMENT WAS A STIMULATING AND VALUABLE LEARNING EXPERIENCE. (GJ)

ED 013 550

FL 000 169

EATON, ESTHER M.

FOREIGN LANGUAGES IN PUBLIC SECONDARY SCHOOLS, A NATIONAL SURVEY, FALL 1959. INTERIM REPORT.

OFFICE OF EDUCATION, WASHINGTON, D.C.

PUB DATE 63

EDRS PRICE MF-\$0.25 HC-\$1.32 31P.

DESCRIPTORS *ENROLLMENT RATE, *LANGUAGE ENROLLMENT, *LANGUAGE PROGRAMS, *NATIONAL SURVEYS, *SECONDARY SCHOOLS, ADMINISTRATOR GUIDES, CONSULTANTS, CURRICULUM GUIDES, LANGUAGE INSTRUCTION, LANGUAGE LABORATORY EQUIPMENT, LANGUAGE LEARNING LEVELS, MODERN

LANGUAGES, STATISTICAL DATA, TEACHER DISTRIBUTION.

AN INTERIM SURVEY DESIGNED TO SUPPLY STATISTICAL DATA TO ANYONE INVOLVED IN PLANNING AND EVALUATING FOREIGN LANGUAGE PROGRAMS IN SECONDARY SCHOOLS IS PRESENTED IN THIS REPORT. FOREIGN LANGUAGE ENROLLMENTS BY PERCENT OF HIGH SCHOOL POPULATION, BY LANGUAGES, AND BY LANGUAGE LEVELS ARE TABULATED. FOREIGN LANGUAGE OFFERINGS ARE LISTED ACCORDING TO THE NUMBER OF SCHOOLS, THE VARIOUS LANGUAGES TAUGHT, AND THE LEVELS AT WHICH THEY ARE TAUGHT. OTHER INFORMATION RELATED TO FOREIGN LANGUAGE PROGRAMS INCLUDES DATA ON FREQUENCY OF INSTRUCTION, CLASS SIZE, REQUIREMENTS FOR ADMISSION, EXTENT OF FOREIGN LANGUAGE SEQUENCE, LANGUAGE LEVELS IN COMBINATION, LANGUAGE VARIETY AND FREQUENCY, AND LANGUAGE DISTRIBUTION IN SCHOOLS. REPORTS ARE INCLUDED ON THE NUMBER OF SCHOOLS FOLLOWING COURSE GUIDES, THOSE MAKING USE OF LANGUAGE LABORATORIES, THE DISTRIBUTION OF TEACHERS, AND THE NUMBER OF SCHOOLS WITH AVAILABLE CONSULTATIVE SERVICES. STATISTICS ON COURSES IN GENERAL LANGUAGE AND THE NUMBER OF SEVENTH- AND EIGHTH-GRADE CHILDREN STUDYING FOREIGN LANGUAGES ARE ALSO INCLUDED IN THE STUDY. (OC)

ED 013 551

FL 000 208

ZILINSKY, PIETER

RUSSIAN FOR SECONDARY SCHOOLS-THE NEW YORK STATE SYLLABUS. AN EVALUATION.

PUB DATE 29 OCT 66

EDRS PRICE MF-\$0.25 HC-\$0.64 14P.

DESCRIPTORS *CURRICULUM EVALUATION, *LANGUAGE LEARNING LEVELS, *RUSSIAN, *SECONDARY SCHOOLS, *STATE CURRICULUM GUIDES, AATSEEL, ARTICULATION (PROGRAM), AUDIOLINGUAL METHODS, COURSE CONTENT, CULTURAL EDUCATION, CURRICULUM DESIGN, LANGUAGE SKILLS, NEW YORK, NEW YORK STATE DEPARTMENT OF EDUCATION, PROGRAM IMPROVEMENT, SECOND LANGUAGE LEARNING, TEACHING TECHNIQUES.

A REVIEW AND EVALUATION OF THE N.Y. STATE SYLLABUS, "RUSSIAN FOR SECONDARY SCHOOLS," REVEALS THAT IT PROVIDES GUIDELINES FOR THE STRENGTHENING OF RUSSIAN PROGRAMS IN THE STATE. IT DESCRIBES A 4-TO 6-YEAR SEQUENCE OF STUDY DIVIDED INTO LEVELS, WHICH, HOWEVER, DO NOT NECESSARILY CORRESPOND TO THE SCHOOL GRADES. EACH LEVEL DOES CONTAIN MORE TOPICS AND SUBDIVISIONS ON THE LANGUAGE SKILLS AND CULTURE THAN THE CORRESPONDING FRENCH SYLLABUS. WHILE THE RUSSIAN SYLLABUS GIVES MUCH VALUABLE HELP WITH TEACHING TECHNIQUES, IT REMAINS TOO VAGUE ABOUT DEFINING EVALUATION OF CONTENT AND STUDENT ACHIEVEMENT AT EACH LEVEL AND ABOUT OBJECTIVES OF THE FOUR LANGUAGE SKILLS AT EACH LEVEL. THE GREATEST WEAKNESS LIES IN THE LACK OF SENSITIVITY TO THE TEACHING AND LEARNING OF SPECIFICS THAT ARE PECULIAR TO RUSSIAN, THOUGH THE VERY FACT OF ITS APPEARANCE PLACES N.Y. STATE AMONG THE LEADERS OF SECONDARY SCHOOL RUSSIAN STUDY IN THE U.S. THIS PAPER WAS PRESENTED AT

A MEETING OF THE N.Y.-N.J. CHAPTER OF AATSEEL, OCTOBER 29, 1966, PRINCETON, N.J. (GJ)

ED 013 552

FL 000 267

KACHRU, BRAJ B.

CURRENT TRENDS IN APPLIED LINGUISTICS.

PUB DATE OCT 66

EDRS PRICE MF-\$0.25 HC-\$0.44 9P.

DESCRIPTORS *APPLIED LINGUISTICS, *LANGUAGE INSTRUCTION, *LANGUAGE RESEARCH, *LANGUAGE TEACHERS, *LINGUISTIC THEORY, CONTRASTIVE LINGUISTICS, EDUCATIONAL PROBLEMS, GRAMMAR TRANSLATION METHOD, PROGRAM EVALUATION, PSYCHOLINGUISTICS, SOCIOLINGUISTICS, TEACHER EDUCATION, TRANSFORMATION THEORY (LANGUAGE), TRANSLATION.

WITH PROGRESS IN THEORETICAL AND APPLIED LINGUISTICS, THE APPLICATION OF LINGUISTICS TO LANGUAGE TEACHING HAS COME UNDER INCREASING SCRUTINY. WHILE THE STRUCTURALISTS HAVE FOUND COMPETITION IN THE MORE RECENT CONCEPTS OF THE COMPETENCE-ORIENTED AND THE PERFORMANCE-ORIENTED APPROACHES, AND MENTALISTIC THEORIES SEEM TO PROVIDE MORE EXPLANATIONS THAN THE TAXONOMIC, IT IS STILL DEBATABLE WHETHER THE GENERAL AREA OF APPLIED LINGUISTICS IS SUFFICIENTLY REFINED TO REQUIRE LANGUAGE TEACHERS TO STUDY THE LINGUISTIC SCIENCES. IN THE AREA OF STYLISTICS, THE APPLICATIONS OF LINGUISTICS HOLD GOOD PROMISE, AND FURTHER RESEARCH IN TRANSLATION SHOULD LEAD TO THE RECOGNITION OF SIMILAR REGISTERS AND STYLES IN VARIOUS LANGUAGES. ALTHOUGH CONTRASTIVE ANALYSIS IS DEVELOPING THE NOTION OF TRANSFER GRAMMAR AND INVESTIGATING THE ELEMENTS OF INTERFERENCE BETWEEN LANGUAGES, THE VALUE OF SUCH RESEARCH STILL LIES MAINLY IN THE FUTURE. THIS ARTICLE APPEARED IN THE "ILLINOIS JOURNAL OF EDUCATION," VOLUME 57, NUMBER 6, OCTOBER 1966, PAGES 33-41. (GJ)

ED 013 553

FL 000 271

STEINER, FLORENCE

THE ROLE OF APPLIED LINGUISTICS IN THE TEACHING OF FRENCH AND SPANISH.

PUB DATE OCT 66

EDRS PRICE MF-\$0.25 HC-\$0.24 4P.

DESCRIPTORS *APPLIED LINGUISTICS, *AUDIOLINGUAL METHODS, *FRENCH, *LANGUAGE INSTRUCTION, *SPANISH, AUDIOLINGUAL SKILLS, AUDITORY DISCRIMINATION, CONTRASTIVE LINGUISTICS, DESCRIPTIVE LINGUISTICS, INTERFERENCE (LANGUAGE LEARNING), SECOND LANGUAGE LEARNING, STRUCTURAL ANALYSIS, SYNCHRONIC LINGUISTICS.

APPLIED LINGUISTICS CAN ASSIST TEACHERS OF FRENCH AND SPANISH IN DETECTING ERRORS IN PITCH, INTONATION, RHYTHM, WORD COMBINATION, AND SOUND REPRODUCTION, AS WELL AS IN ENABLING THEM TO DO A PROFESSIONAL JOB OF TEACHING STUDENTS MORE ACCURATE SPEECH HABITS. AS THE TEACHER CONCENTRATES ON THE SOUND OF THE LANGUAGE, HE MUST VALUE THE SIGNIFICANCE OF THE CONCEPTS IN DESCRIPTIVE LINGUISTICS. IN SO DOING, HE CAN HIGHLIGHT SOUNDS THAT CREATE PROBLEMS FOR ENGLISH SPEAKERS IN

THE PRONUNCIATION DRILLING OF MINIMAL PAIRS AND CAN EMPHASIZE THE DIFFERENCES IN THE NATIVE AND TARGET LANGUAGES IN STRESSING PITCH AND INTONATION. FURTHERMORE, BY LEARNING TO PRODUCE FIRST THE ORAL SOUNDS OF THE NEW LANGUAGE, THE STUDENT CAN BE MORE EASILY TAUGHT THE WRITTEN FORMS WITHOUT HAVING THE KNOWLEDGE OF THE MOTHER TONGUE INTERFERE. EVEN IN THE AREAS OF GRAMMAR AND LANGUAGE STRUCTURE, APPLIED LINGUISTICS IS INVALUABLE IN AIDING THE TEACHER TO PAY MORE ATTENTION TO LANGUAGE DIFFERENCES IN CLASSROOM DRILLING AND IN THE LATER MANIPULATION OF BASIC STRUCTURES IN THE LANGUAGE LABORATORY. THIS ARTICLE APPEARED IN THE "ILLINOIS JOURNAL OF EDUCATION," VOLUME 58, NUMBER 6, OCTOBER 1966, PAGES 7-10. (AB)

ED 013 554 FL 000 276

ARONSON, HOWARD I.
ORDER OF PRESENTATION OF GRAMMATICAL STRUCTURES IN THE TEACHING OF RUSSIAN.

PUB DATE 66
EDRS PRICE MF-\$0.25 HC-\$0.52 11P.
DESCRIPTORS *GRAMMAR, *LANGUAGE INSTRUCTION, *LINGUISTICS, *RUSSIAN, *STRUCTURAL ANALYSIS, CONTRASTIVE LINGUISTICS, INTERFERENCE (LANGUAGE LEARNING), LANGUAGE PATTERNS, LANGUAGE SKILLS, LINGUISTIC PATTERNS, SECOND LANGUAGE LEARNING, TEACHING METHODS, TRANSLATION.

AN UNDERSTANDING OF THE GRAMMATICAL SYSTEM OF A FOREIGN LANGUAGE GIVES THE BEGINNING STUDENT A FOUNDATION UPON WHICH THE BASIC SKILLS CAN BE DEVELOPED. THUS, THE TEACHER'S PRESENTATION OF THE TARGET LANGUAGE SHOULD ADHERE TO THE BASICALLY LINGUISTIC PRINCIPLES OF TEACHING. IN ORDER, THE BASIC FORMS, GRAMMATICAL CATEGORIES, STRUCTURES WHICH HAVE NO OR MARKEDLY DIFFERENT ENGLISH EQUIVALENTS, AND STRUCTURES OCCURRING MOST FREQUENTLY, AS AN EXAMINATION OF SEVERAL GRAMMATICAL POINTS ILLUSTRATES, THIS APPROACH IS PARTICULARLY APPLICABLE AND IMPORTANT IN TEACHING RUSSIAN WHERE, ALTHOUGH THERE ARE TRANSLATIONAL EQUIVALENCES TO ENGLISH, THERE ARE DEFINITE STRUCTURAL DIFFERENCES. TO PREVENT INTERFERENCE FROM THE STUDENT'S NATIVE TONGUE, A CAREFULLY ORGANIZED PRESENTATION OF THE WELL-DEFINED STRUCTURAL LINGUISTIC HIERARCHY OF RUSSIAN MUST BE DEVELOPED BY COOPERATIVE EFFORTS FROM BOTH THE STRUCTURAL LINGUIST AND THE LANGUAGE TEACHER. THIS ARTICLE APPEARED IN "THE SLAVIC AND EAST EUROPEAN JOURNAL," VOLUME 10, NUMBER 2, SUMMER 1966, PAGES 181-190. (SS)

ED 013 555 FL 000 277

BROWN, CALVINS.
LITERARY TRANSLATION IN THE CLASSROOM.

GEORGIA UNIV., ATHENS
GEORGIA EDUCATION ASSN., ATLANTA
PUB DATE 67
EDRS PRICE MF-\$0.25 HC-\$0.40 8P.

DESCRIPTORS *FRENCH, *LATIN, *LITERATURE, *TEACHING TECHNIQUES, *TRANSLATION, INSTRUCTIONAL MATERIALS, LANGUAGE INSTRUCTION,

SKILL DEVELOPMENT, VOCABULARY DEVELOPMENT.

LITERARY TRANSLATION IN THE CLASSROOM CAN PROVOKE DISCUSSION WITH GREAT PEDAGOGICAL VALUE EVEN THOUGH A DEFINITIVE TRANSLATION IS NOT THE GOAL. A VERSE FROM HORACE AND ONE FROM DU BELLAY ILLUSTRATE THE POSSIBLE CHOICES OF VOCABULARY AND PHRASING WHICH EVEN TWO RELATIVELY STRAIGHTFORWARD LINES PRESENT. AN ALERT TEACHER CAN BRING OUT SUBTLETIES OF MEANING REFLECTING PAST WAYS OF LIFE, CORRELATE THEM TO CURRENT EXPRESSION, AND SHARPEN A STUDENT'S UNDERSTANDING OF BOTH A FOREIGN LANGUAGE AND HIS OWN. THIS ARTICLE APPEARED IN "THE ARCH," VOLUME 14, NUMBER 1, WINTER 1966-67, PAGES 1-6. (GJ)

ED 013 556 FL 000 307

AMMONS, MARGARET P.
DO WE REALLY WANT STUDENTS TO LEARN.

OREGON STATE DEPT. OF EDUCATION, SALEM

PUB DATE JAN 67
EDRS PRICE MF-\$0.25 HC-\$0.56 12P.

DESCRIPTORS *COGNITIVE PROCESSES, *EDUCATIONAL RESPONSIBILITY, *LEARNING THEORIES, *PERSONAL VALUES, *STUDENT ATTITUDES, ACHIEVEMENT, BEHAVIOR DEVELOPMENT, BEHAVIOR THEORIES, CHANGING ATTITUDES, EDUCATIONAL OBJECTIVES, INDIVIDUAL DEVELOPMENT, LEARNING MOTIVATION, PERFORMANCE FACTORS, PSYCHOLOGICAL STUDIES, SECOND LANGUAGE LEARNING, STUDENT BEHAVIOR, TEACHER ATTITUDES.

OUR EDUCATIONAL SYSTEM ENCOURAGES STUDENTS TO PERFORM IN ORDER TO MEASURE UP TO STANDARDS SET BY OTHERS RATHER THAN TO LEARN PERSONALLY, TO CHANGE THEMSELVES AND THEIR BEHAVIOR AS THEY EXPAND THEIR OWN CONCEPT OF REALITY. SUCH AFFECTIVE LEARNING, FAR MORE DIFFICULT TO PERCEIVE AND EVALUATE THAN COGNITIVE LEARNING, SHOULD BE CONSIDERED A MAJOR ORGANIZING ELEMENT OF THE CURRICULUM ALONG WITH CONCEPTS AND SKILLS. SINCE AFFECTIVE LEARNING STRESSES VALUES, APPRECIATIONS, AND ATTITUDES, EDUCATORS MUST IDENTIFY, CLARIFY, AND EVEN JUSTIFY THE VALUES, CONSIDER WAYS OF MEASURING ACHIEVEMENT IN AFFECTIVE LEARNING, AND PROVIDE SITUATIONS WHICH ENCOURAGE STUDENT INVOLVEMENT. DEEPER UNDERSTANDING OF STUDENT ATTITUDES SHOULD BECOME BASIC TO EFFECTIVE FACULTY WORK WITH STUDENTS, WHILE PRESSURES OF PERFORMANCE CRITERIA AND OF TIME MUST YIELD TO WHAT MAY BE UNORTHODOX TEACHING AND LEARNING TECHNIQUES. THIS PAPER, A SPEECH DELIVERED AT THE OREGON STATE FOREIGN LANGUAGE CONFERENCE, NOVEMBER 12, 1966, WAS PUBLISHED AS A SUPPLEMENT TO THE "FOREIGN LANGUAGE NEWSLETTER OF OREGON," VOLUME 4, NUMBER 2, JANUARY 1967. (GJ)

ED 013 557 FL 000 313

RYAN, JAMES
OF SPANISH DEPARTMENTS AND TEACHING SPANISH.

AMERICAN ASSN. OF TEACHERS OF SPANISH AND PORT.

PUB DATE DEC 66
EDRS PRICE MF-\$0.25 HC-\$0.36 7P.

DESCRIPTORS *COLLEGE TEACHERS, *INSERVICE TEACHER EDUCATION, *LANGUAGE INSTRUCTION, *LANGUAGE TEACHERS, *SPANISH, COLLEGE LANGUAGE PROGRAMS, MASTER TEACHERS, TEACHER EDUCATION, TEACHER IMPROVEMENT, TEACHING METHODS.

AN INCREASING NUMBER OF SPANISH PROFESSORS, ASKED TO ESTABLISH A FOREIGN LANGUAGE DEPARTMENT IN A NEW COLLEGE OR UNIVERSITY, ARE SERIOUSLY APPRAISING THE AIMS AND FUNCTIONS OF THEIR DEPARTMENTS. IT IS IMPORTANT TO MAINTAIN A BALANCE BUT NOT A SEPARATION BETWEEN TEACHING AND RESEARCH. BETWEEN NATIVE SPANISH SPEAKERS AND NATIVE AMERICANS WITH NEAR-NATIVE FLUENCY IN THE FOREIGN LANGUAGE, BETWEEN LATIN AMERICAN AND SPANISH CULTURE AND LITERATURE, AND BETWEEN LANGUAGE, LINGUISTICS, AND TEACHING METHODS ON THE ONE HAND AND LITERATURE AND SCHOLARLY METHODS ON THE OTHER. EFFECTIVE TEACHER EDUCATION MUST OFFER COURSES IN METHODS, TESTING, TECHNIQUES, AND APPLIED LINGUISTICS WITH TRAINING CONTINUED IN SERVICE UNDER THE SUPERVISION OF MASTER TEACHERS. TO INTEGRATE FURTHER ALL PHASES OF LANGUAGE AND LITERATURE TEACHING, THE FACULTY SHOULD ENCOURAGE DISCUSSION OR TRAINING GROUPS, WHICH WOULD BENEFIT ALL DEPARTMENT MEMBERS FROM THE APPRENTICE TEACHERS TO THE SENIOR MEMBERS DEVOTING CONSIDERABLE TIME TO RESEARCH, AND WHICH MIGHT EVEN BE OPEN TO SPANISH MAJORS WHO PLAN TO TEACH. THIS ARTICLE APPEARED IN "HISPANIA," VOLUME 49, NUMBER 4, DECEMBER 1966, PAGES 808-813. (GJ)

ED 013 558 FL 000 318

NOSTRAND, HOWARD LEE AND OTHERS
THE LANGUAGE LABORATORY, 1966-AN APPRAISAL. PANEL DISCUSSION.

PUB DATE APR 66
EDRS PRICE MF-\$0.25 HC-\$0.68 15P.

DESCRIPTORS *COLLEGE LANGUAGE PROGRAMS, *LANGUAGE INSTRUCTION, *LANGUAGE LABORATORY EQUIPMENT, *LANGUAGE LABORATORY USE, *SECONDARY SCHOOLS, ELECTRONIC CLASSROOMS, EQUIPMENT UTILIZATION, LANGUAGE TEACHERS, PROGRAM IMPROVEMENT.

REPORTS ON VARIOUS ASPECTS OF LANGUAGE LABORATORIES ARE PRESENTED AS A CONFERENCE'S PANEL DISCUSSION. EDWARD MARXHEIMER'S "TRAINING OF LANGUAGE LABORATORY PERSONNEL" DISCUSSES THE NEED FOR TRAINED INDIVIDUALS WHO CAN UTILIZE THE GREAT POTENTIAL OF THE LABORATORY. IGOR M. GLADSTONE AND GENEVIEVE C. BIRD DISCUSS RESPECTIVELY THE USE OF THE LANGUAGE LABORATORY IN THE HIGH SCHOOL AND THE COLLEGE. GEORGE C. BUCK, IN A LONGER AND MORE GENERAL REPORT THAN THE OTHERS, DRAWS A PICTURE OF THE PRESENT STATUS OF THE LABORATORY AND FACTORS UPON WHICH FUTURE USE OF THE LABORATORY DEPENDS. IN A BRIEF REPORT, THOMAS MCNUTT LISTS SUGGESTED MODIFICATIONS IN THE USE OF THE LABORATORY. THIS DISCUSSION WAS PUBLISHED IN THE "PROCEEDINGS" OF THE PACIFIC NORTHWEST CONFERENCE ON FOREIGN LANGUAGES (17TH, APRIL 15-16, 1966, UNIVERSITY OF VICTORIA). (SS)

ED 013 559 FL 000 319

DAVIS, GAROLD N. AND OTHERS
THE LINGUISTIC METHOD AS IT IS CURRENTLY BEING APPLIED TO THE TEACHING OF FOREIGN LANGUAGES. PANEL DISCUSSION.

PUB DATE APR 66

EDRS PRICE MF-\$0.25 HC-\$0.76 17P.

DESCRIPTORS *AUDIOLINGUAL METHODS, *GRAMMAR TRANSLATION METHOD, *LANGUAGE PROGRAMS, *PROGRAM EFFECTIVENESS, *TEACHER ATTITUDES, COLLEGE LANGUAGE PROGRAMS, FLES, SECONDARY SCHOOLS, STUDENT ATTITUDES.

A SURVEY OF CRITICISM FOR AND AGAINST THE AUDIOLINGUAL APPROACH RESULTED IN A CONFERENCE'S PANEL DISCUSSION ON THE LINGUISTIC METHOD. PRESENTED IN BRIEF REPORTS ARE THE EXPERIENCES OF A COLLEGE INSTRUCTOR WHO CHANGED FROM TRADITIONAL METHODS TO THE AUDIOLINGUAL APPROACH, AN ANALYSIS OF STUDENT PERFORMANCE IN COLLEGE GERMAN CLASSES TAUGHT BY THE AUDIOLINGUAL TECHNIQUE, THE PROBLEMS AND ADVANTAGES OF SUCH A METHOD IN HIGH SCHOOL CLASSES, A TRAVELING TEACHER'S DESCRIPTION OF A SPANISH PROGRAM ON THE ELEMENTARY SCHOOL LEVEL, AND THE REACTIONS OF A STUDENT WHO FIRST ENCOUNTERED THE AUDIOLINGUAL APPROACH WHEN HE STARTED A NEW LANGUAGE IN COLLEGE. THIS DISCUSSION WAS PUBLISHED IN THE "PROCEEDINGS" OF THE PACIFIC NORTHWEST CONFERENCE ON FOREIGN LANGUAGES (7TH, APRIL 15-16, 1966, UNIVERSITY OF VICTORIA). (SS)

ED 013 560 FL 000 320

DUGAS, DONALD G.
MICRO-TEACHING-A PROMISING MEDIUM FOR TEACHER TRAINING.

NATIONAL FED. OF MODERN LANGUAGE TEACHERS ASSN.

PUB DATE MAR 67

EDRS PRICE MF-\$0.25 HC-\$0.40 8P.

DESCRIPTORS *INSERVICE TEACHER EDUCATION, *LANGUAGE PROGRAMS, *MICROTEACHING, *TEACHING TECHNIQUES, *VIDEO TAPE RECORDINGS, DEMONSTRATIONS (EDUCATIONAL), EFFECTIVE TEACHING, INSTITUTES (TRAINING PROGRAMS), LANGUAGE SKILLS, NDEA LANGUAGE INSTITUTES, PRESERVICE EDUCATION, RETRAINING, SELF EVALUATION, TEACHER EDUCATION, TEACHING QUALITY.

THAT MICRO-TEACHING CAN BE USED EFFECTIVELY FOR TEACHER TRAINING AND RETRAINING WAS INDICATED BY A 1966 NDEA INSTITUTE WHERE PARTICIPANTS VIEWED ON VIDEO-TAPE AND DISCUSSED THE WORK OF A TEACHER IN A SMALL DEMONSTRATION CLASS OF HIGH SCHOOL FRENCH. EACH MEMBER HIMSELF TAUGHT TWO 15-MINUTE CLASS SEGMENTS OF THE SAME CLASS, WHICH WAS ALSO VIDEO-TAPED. BY HAVING THE TEACHER VIEW HIS OWN TAPES, HE COULD MORE FULLY APPRECIATE CONSTRUCTIVE CRITICISM OFFERED BY OTHERS, RECOGNIZE HIS OWN STRENGTH AND WEAK POINTS, AND LEARN TO EVALUATE HIS OWN PERFORMANCE AS A TEACHER. CONCLUSIONS BASED ON THE INSTITUTE'S WORK INDICATED THAT (1) MICRO-TEACHING IS AN EFFECTIVE DEVICE IN RETRAINING EXPERIENCED TEACHERS, (2) IT IS DIFFICULT TO DETERMINE HOW ADAPTABLE MICRO-TEACHING IS TO ADVANCED-LEVEL COURSES WHERE THE SUBJECT MATTER IS STILL

ONLY VAGUELY DEFINED, (3) THE VIDEO-TAPED RECORDINGS ARE AN EXCELLENT MEANS OF STUDYING A PARTICIPANT'S GRAMMAR AND PHONOLOGY, AND AN IDEAL BASIS FOR CREATING REMEDIAL MATERIALS. A PARTIAL EVALUATION CHECKLIST FOR TEACHING VOCABULARY IS INCLUDED. THIS ARTICLE APPEARED IN "THE MODERN LANGUAGE JOURNAL," VOLUME 51, NUMBER 3, MARCH 1967, PAGES 161-166. (AUTHOR/SS)

ED 013 561 FL 000 335

BIRKMAIER, EMMA M. LANGE, DALE L.
INSTITUTE FOR COLLEGE AND UNIVERSITY TRAINERS OF PROSPECTIVE MODERN LANGUAGE TEACHERS (UNIVERSITY OF MINNESOTA, JUNE 20 TO AUGUST 5, 1966). FINAL TECHNICAL REPORT.

PUB DATE 66

EDRS PRICE MF-\$0.50 HC-\$2.40 58P.

DESCRIPTORS *INSTITUTES (TRAINING PROGRAMS), *METHODS TEACHERS, *MODERN LANGUAGES, *TEACHER EDUCATION, *TEACHER EDUCATION CURRICULUM, ADVANCED PROGRAMS, COLLEGE TEACHERS, FIELD TRIPS, FRENCH, GERMAN, INSTRUCTIONAL MATERIALS, LANGUAGE PROFICIENCY, LINGUISTICS, NDEA LANGUAGE INSTITUTES, SPANISH, TEACHING TECHNIQUES, TITLE XI.

THE INTRODUCTORY REMARKS IN THIS EVALUATION OF THE FIRST NDEA INSTITUTE FOR TRAINERS OF LANGUAGE TEACHERS SUGGEST THAT THE INSTITUTE ENJOYED MUCH SUCCESS, LARGELY BECAUSE OF THE TREATMENT OF THE PARTICIPANTS AS COLLEAGUES AND THEIR CLOSE COOPERATION. SECTIONS ONE THROUGH EIGHT OF THE REPORT COVER VARIOUS ASPECTS OF THE INSTITUTE'S ORGANIZATION, FACILITIES, MATERIALS, AND FIELD TRIPS. BESIDES FULL- AND PART-TIME STAFF, THERE WERE CONSULTANTS WHOSE SPECIAL FIELDS RANGED FROM PROGRAMED LEARNING TO LINGUISTICS AND LECTURERS ON SUCH TOPICS AS KINESICS, DISADVANTAGED CHILDREN, AND STUDENT TEACHING. OTHER SECTIONS OF THE REPORT LIST IN DETAIL THE INSTITUTE'S UNIQUE FEATURES AND MAJOR STRENGTHS, THE REACTIONS OF THE PARTICIPANTS, AND THE WEAKNESSES. A FAIRLY EXTENSIVE EVALUATION OF THE GOALS AND ACCOMPLISHMENTS OF THE INSTITUTE INCLUDES SEVERAL SUGGESTIONS FOR OTHER PROGRAMS. APPENDICES INCLUDE A LIST OF PARTICIPANTS AND STAFF, AND A CLASS SCHEDULE. (SS)

ED 013 562 FL 000 339

HAYDEN, HILARY
CLASSICS IN THE INNER CITY SCHOOL-EXPERIMENTS AND PROPOSALS.

PUB DATE NOV 66

EDRS PRICE MF-\$0.25 HC-\$0.32 6P.

DESCRIPTORS *DISADVANTAGED YOUTH, *EXPERIMENTAL CURRICULUM, *LATIN, *SECONDARY SCHOOLS, *URBAN EDUCATION, COURSE CONTENT, ENRICHMENT PROGRAMS, LANGUAGE ENRICHMENT, POVERTY PROGRAMS, TEACHING TECHNIQUES.

DOES LATIN HAVE A PLACE IN LARGE-CITY SECONDARY SCHOOLS HAVING A HIGH PROPORTION OF CULTURALLY DISADVANTAGED PUPILS. EXPERIMENTAL TEACHING OF NEGRO DISADVANTAGED PUPILS FINDS THE ANSWER TO BE YES, AND GIVES RISE TO PROPOSALS FOR STARTING AND IMPROVING SUCH

COURSES. THE FIRST AIRLIE HOUSE CONFERENCE ON TEACHING THE CLASSICS PROVIDED PRINCIPLES FOR AN EXPLORATORY LATIN COURSE TAUGHT BY THE AUTHOR AS PART OF A PUBLIC SCHOOL ANTI-POVERTY SUMMER PROJECT IN WASHINGTON, D.C. IN 1965. THE COURSE WAS DESIGNED TO FIT THE APITUDES, INTERESTS, AND IDEALS OF INNER CITY STUDENTS. STRUCTURAL LINGUISTICS, AUDIOVISUAL MATERIALS, AND CULTURAL HISTORY FOCUSED ON A GENUINE AND RELEVANT LEARNING EXPERIENCE. TWO LATIN COURSES FOR NEGRO VERBALLY POOR STUDENTS IN DETROIT PUBLIC SCHOOLS DEMONSTRATED THE VIABILITY OF SUCH PROGRAMS IN A REGULAR SCHOOL SETTING. ENTHUSIASTIC RESPONSE TO TEACHING THEY COULD ASSIMILATE HELPED THE STUDENT'S PROGRESS IN LANGUAGE PROFICIENCY. THE CLASSICAL PROFESSION SHOULD COOPERATE IN ESTABLISHING SUCH COURSES. THERE SHOULD BE RESEARCH ON THE APPLICATION OF DESCRIPTIVE LINGUISTICS TO A COMBINED TEACHING OF LATIN AND ENGLISH TO INCREASE THE LANGUAGE COMPETENCE OF THE VERBALLY DISADVANTAGED. (AUTHOR)

ED 013 563 FL 000 340

CHURCHILL, FREDERICK J.
THE PLACE OF LANGUAGE AND LITERATURE IN THE ARTICULATION OF COLLEGE AND HIGH SCHOOL LANGUAGE PROGRAMS.

PUB DATE 9 MAR 67

EDRS PRICE MF-\$0.25 HC-\$0.56 12P.

DESCRIPTORS *ARTICULATION (PROGRAM), *COLLEGE LANGUAGE PROGRAMS, *LANGUAGE INSTRUCTION, *SECONDARY SCHOOLS, *TEACHING METHODS, AUDIOLINGUAL METHODS, GRAMMAR, LANGUAGE SKILLS, LITERATURE, READING MATERIALS, TEACHERS, VOCABULARY DEVELOPMENT.

FOREIGN LANGUAGE TEACHERS FROM THE EARLIEST LEVELS THROUGH GRADUATE SCHOOL NEED TO JOIN FORCES TO DETERMINE OBJECTIVES AND DEVELOP CONTINUITY OF STUDY. TOO OFTEN COLLEGE FRESHMEN PLEAD INADEQUATE PREPARATION AND ARE PERMITTED TO DUPLICATE WORK ALREADY SATISFACTORILY PERFORMED IN HIGH SCHOOL. IF PRE-COLLEGE TRAINING PLACED GREATER EMPHASIS ON THE FOUR LANGUAGE SKILLS, THE ACQUIRED PROFICIENCY WOULD ENABLE STUDENTS TO MAKE THE TRANSITION FROM LANGUAGE STUDY TO LITERATURE. COLLEGE FACULTY, ON THE OTHER HAND, NEED GREATER APPRECIATION OF THE LEARNING PROCESS INVOLVED, AND SHOULD NOT EXPECT MATURE LITERARY JUDGMENT FROM YOUNG STUDENTS STILL BUILDING THEIR FOREIGN LANGUAGE COMPETENCY. INSTEAD OF ALTERNATING READING MATERIAL AND A REVIEW GRAMMAR, THE TEACHER OF THE TRANSITIONAL PERIOD, WHETHER IN HIGH SCHOOL OR COLLEGE, COULD PROVIDE CONTINUITY BY MEANS OF SKILLFULLY CONSTRUCTED EXERCISES TO DEDUCE GRAMMATICAL REVIEW FROM THE READING MATERIAL. THIS SPEECH WAS GIVEN AT A FOREIGN LANGUAGE TEACHER CONFERENCE AT ADELPHI UNIVERSITY, MARCH 9, 1967. (GJ)

ED 013 564 FL 000 341

FOREIGN LANGUAGE ENROLLMENTS IN SEVENTH-DAY ADVENTIST AND CATHOLIC PAROCHIAL SECONDARY SCHOOLS, FALL, 1959.

MODERN LANGUAGE ASSN. OF AMERICA,
NEW YORK, N.Y.

PUB DATE JUL 61

EDRS PRICE MF-\$0.25 HC-\$0.72 16P.

DESCRIPTORS *ENROLLMENT TRENDS,
*LANGUAGE ENROLLMENT, *PAROCHIAL
SCHOOLS, *SECONDARY SCHOOLS, *STA-
TISTICAL SURVEYS, COLLEGE LANGUAGE
PROGRAMS, DROPOUT PROBLEMS, DRO-
POUT RATE, LANGUAGE LEARNING LE-
VELS, NATIONAL SURVEYS, PUBLIC
SCHOOLS.

THIS ENROLLMENT SURVEY OF FOR-
EIGN LANGUAGE STUDY IN RELIGIOUS
SECONDARY SCHOOLS IS THE COMPAN-
ION PIECE TO FIVE OTHERS CONDUCTED
BY THE MODERN LANGUAGE ASSOCIA-
TION IN THE FALL TERM OF 1959, THE
TERM SELECTED AS THE NORM FOR FUTURE
CALCULATIONS. THE INTRODUCTORY
SURVEY OF THE GROSS NATIONAL
PICTURE WITH AN ANALYSIS OF ATTRI-
TION AMONG FOREIGN LANGUAGE STUD-
ENTS IS FOLLOWED BY A STUDY OF IN-
FORMATION PROVIDED BY 47 SEVENTH-
DAY ADVENTIST SECONDARY SCHOOLS
FOR ENROLLMENT IN GRADES 9 TO 12
AND BY 1,463 CATHOLIC PAROCHIAL SE-
CONDARY SCHOOLS, SOME OF WHICH COV-
ERED GRADES 7 TO 12. DATA ARE GIVEN
WITH BREAKDOWN BY MODERN FOREIGN
LANGUAGE ENROLLMENT AS COMPARED
WITH TOTAL FOREIGN LANGUAGE EN-
ROLLMENT, BY INDIVIDUAL LANGUAGE,
AND BY LEVEL. SUMMARY TABLES PRO-
VIDE STATISTICS ON EACH LANGUAGE,
BY STATE AND BY COURSE LEVEL, AND
INCLUDE TOTAL STUDENT ENROLLMENT
FOR EACH GRADE LEVEL. THIS DOCU-
MENT APPEARED AS "FL BULLETIN NUM-
BER 64" OF THE MLA, JULY 1961. (SS)

ED 013 555

FL 000 342

KOBLER, JOHN F.

A BIBLIOGRAPHY OF SPOKEN LATIN.

PUB DATE JAN 66

EDRS PRICE MF-\$0.25 HC-\$0.44 9P.

DESCRIPTORS *BIBLIOGRAPHIES,
*LATIN, *ORAL COMMUNICATION, *SE-
CONDARY SCHOOLS, *TEXTBOOKS, AUDIO-
VISUAL AIDS.

BOOKS, ARTICLES, AND AUDIOVISUAL
PROGRAMS USEFUL TO LATIN TEACHERS
WISHING TO REVITALIZE THE STUDY OF
LATIN ARE LISTED IN THIS CRITICAL, AN-
NOTATED BIBLIOGRAPHY. A FEW ITEMS
FROM 1868 TO 1939 MERIT LISTING EVEN
THOUGH OUT OF PRINT, BUT THE BULK
OF THE MATERIAL DATES FROM THE
1950'S TO 1965 AND IS CONSIDERED AVAIL-
ABLE. THE SECTIONS OF THE BIBLIOGRA-
PHY ARE: (1) "VETERUM SAPIENTIA" AND
RELATED MATERIALS, (2) LANGUAGE
TEACHING AND LATIN, (3) INTRODUCTORY
TEXTBOOKS FOR THE FIRST AND SE-
COND YEAR, (4) SUPPLEMENTARY BOOKS
FOR THE INTRODUCTORY LEVEL, (5) IN-
TERMEDIATE LATIN TEXTBOOKS, (6) AD-
VANCED LATIN TEXTS, (7) CONVERSA-
TIONAL MATERIALS TO PROMOTE SPEAK-
ING LATIN AT EACH LEVEL, (8) DIC-
TIONARIES, (9) MAGAZINES PROMOTING
SPOKEN AND WRITTEN LATIN AT EACH
LEVEL, (10) LATIN RADIO AND TELEVI-
SION PROGRAMS, (11) LATIN GRAMMARS,
(12) MATERIAL ON THE PROGRAMMED
TEACHING OF LATIN, AND (13) CATALOGS
OF LATIN AUDIOVISUAL AIDS. (GJ)

ED 013 566

FL 000 344

LIEBERMAN, SAMUEL

COLLEGE CLASSICAL ENROLLMENTS, 1965-
66.

PUB DATE MAY 66

EDRS PRICE MF-\$0.25 HC-\$0.20 3P.

DESCRIPTORS *COLLEGE LANGUAGE
PROGRAMS, *ENROLLMENT TRENDS,
*GREEK, *LANGUAGE ENROLLMENT,
*LATIN, JUNIOR COLLEGES, MODERN
LANGUAGE ASSOCIATION.

THE MODERN LANGUAGE ASSOCIATION
(MLA) STATISTICAL SURVEY AVAILABLE
IN MARCH 1966 CORROBORATED PRE-
VIOUS, LESS EXTENSIVE, STUDIES SPON-
SORED BY "THE CLASSICAL WORLD," AND
SHOWED THAT ENROLLMENTS IN LATIN
AND GREEK HAVE GROWN SLOWLY BUT
RESPECTABLY, AND THAT ALTHOUGH A
NUMBER OF COLLEGES DO NOT OFFER
CLASSICAL LANGUAGES, MANY DO NOT
PROVIDE EVEN MODERN FOREIGN
LANGUAGE INSTRUCTION. ALTHOUGH
THE MLA QUESTIONNAIRE EXCLUDED
NON-LANGUAGE COURSES ON CLASSICAL
CULTURE, IT INCLUDED LATIN AND
GREEK INSTRUCTION IN JUNIOR COL-
LEGES, AND THE FIGURES INDICATE A
VAST AND GROWING POTENTIAL FOR
CLASSICAL STUDIES. THIS ARTICLE WAS
PUBLISHED IN "THE CLASSICAL WORLD,"
VOLUME 59, NUMBER 9, MAY 1966. (GJ)

ED 013 567

FL 000 346

TARRANT, WARREN J.

FOLLOW-UP OF ELEMENTARY FRENCH
PROGRAM ON TV, AN EXPERIMENTAL PRO-
GRAM.

SCHENECTADY CITY SCHOOL DISTRICT,
N.Y.

PUB DATE 62

EDRS PRICE MF-\$0.25 HC-\$0.68 15P.

DESCRIPTORS *EXPERIMENTAL PRO-
GRAMS, *FLES TEACHERS, *FOLLOWUP
STUDIES, *FRENCH, *TELEvised IN-
STRUCTION, ACHIEVEMENT RATING, EL-
EMENTARY SCHOOL STUDENTS, FLES
PROGRAMS, INSTRUCTIONAL TELEVI-
SION, LANGUAGE INSTRUCTION, PROGRAM
EVALUATION.

ELEVEN THIRD-GRADE CLASSES IN
SCHENECTADY, N.Y., WATCHED A 15-MIN-
UTE TELEVISION PROGRAM IN ELEMEN-
TARY FRENCH TWICE A WEEK DURING
THE SCHOOL YEAR. TO ANALYZE THE EF-
FECTIVENESS OF DIFFERENT TEACHERS
PROVIDING THE FOLLOW-UP INSTRU-
CTION OF THE TV PROGRAMS, FOUR
GROUPS OF STUDENTS WERE ASSIGNED
TO TEACHERS RANGING FROM NATIVE
FRENCH WITH CONSIDERABLE TEACH-
ING EXPERIENCE TO AN AMERICAN IN-
SERVICE TRAINEE WITH VERY LIMITED
COMMAND OF THE LANGUAGE. AL-
THOUGH IQ RECORDS WERE COMPARED
WITH RESULTS OF THE LANGUAGE TEST
ADMINISTERED AT THE END OF THE
YEAR, FREQUENCY AND REGULARITY OF
THE FOLLOW-UP INSTRUCTION AP-
PEARED AMONG FACTORS OF PRIME IM-
PORTANCE TO ACHIEVEMENT. GIRLS
SEEMED MORE RECEPTIVE THAN BOYS
THOUGH DIFFERENT MATERIAL MIGHT
HAVE STIMULATED GREATER MOTIVATION.
A TEST SAMPLING THE FOLLOWING
SEPTEMBER INDICATED AN ENCOURAG-
ING AMOUNT OF RETENTION. ANALYTICAL
TABLES APPEAR THROUGHOUT AND
IN THE THREE APPENDICES. (GJ)

ED 013 568

FL 000 350

HALLMAN, CLEMENS L. AND OTHERS
LANGUAGE LABORATORY STANDARDS AND
SPECIFICATIONS.

INDIANA STATE DEPT. PUBLIC INSTR., IN-
DIANAPOLIS

PUB DATE 64

EDRS PRICE MF-\$0.25 HC-\$2.08 50P.

DESCRIPTORS *AUDIO ACTIVE COM-
PARE LABORATORIES, *AUDIO ACTIVE
LABORATORIES, *EQUIPMENT EVALUATION,
*EQUIPMENT STANDARDS, *LANGU-
AGE LABORATORY EQUIPMENT, CON-
TRACTS, EQUIPMENT PURCHASING,
EQUIPMENT UTILIZATION, GUIDES,
STATE STANDARDS.

INDIANA'S DEPARTMENT OF PUBLIC
INSTRUCTION HAS PREPARED A MANUAL
OF GUIDELINES FOR SELECTING LANGU-
AGE LABORATORY EQUIPMENT TO BE
USED IN INDIANA SCHOOLS. THE MANU-
AL CONTAINS CONTRACT SPECIFICA-
TIONS COVERING GENERAL INFORMATI-
ON AND PROVISIONS, THE EQUIPMENT
FOR THE PROGRAM PREPARATION ROOM
AND THE LABORATORY CONSOLE ROOM,
AND EQUIPMENT, FURNITURE, AND
SUPPLIES FOR THE STUDENT POSITIONS.
ILLUSTRATIONS AND DETAILED DES-
CRPTIONS OF THE FUNCTIONS INVOLVED
FOR EACH SECTION ARE INC-
LUDED. A 6-PAGE BID FORM AND A GLO-
SARY COMPLETE THE MANUAL. (GJ)

ED 013 569

FL 000 352

HAWLEY, D.C.

IN SEARCH OF A SYNTHESIS.

PUB DATE JAN 65

EDRS PRICE MF-\$0.25 HC-\$0.20 3P.

DESCRIPTORS *AUDIOLINGUAL METH-
ODS, *COURSE OBJECTIVES, *LANGUAGE
SKILLS, *SECOND LANGUAGE LEARNING,
*TEACHING TECHNIQUES, AUTOINSTRUC-
TIONAL AIDS, LANGUAGE INSTRUCTION,
LANGUAGE LEARNING LEVELS, LEARN-
ING THEORIES, PATTERN DRILLS
(LANGUAGE).

LANGUAGE INSTRUCTION SHOULD BE
A SYNTHESIS OF THE BEST OF ALL
METHODS. NO METHODOLOGY OR COMBI-
NATION OF METHODOLOGIES WILL
CHANGE THE FACT THAT LEARNING AN-
OTHER LANGUAGE IS THE ACQUISITION
OF A COMPLEX AND DIFFICULT SKILL
AND CAN BE ACCOMPLISHED ONLY WITH
A GREAT DEAL OF TIME AND WORK ON
THE PART OF BOTH TEACHER AND STUD-
ENT. HOWEVER, IF, WITH THE LIMITED
HUMAN RESOURCES AVAILABLE, STUD-
ENTS ARE TO HAVE SUFFICIENT PRACTICE
IN LISTENING, REPEATING, AND
PRACTICING A FOREIGN LANGUAGE,
THERE SEEMS TO BE NO ALTERNATIVE
OTHER THAN TO USE MACHINE AIDS IN
LANGUAGE INSTRUCTION. EVEN THE
CONTROVERSIAL TECHNIQUES OF MIMI-
CRY AND MEMORIZATION AND PATTERN
DRILLS CAN CONTINUE TO BE IM-
PORTANT IF THEIR LIMITATIONS ARE REAL-
IZED. ALTHOUGH CONCENTRATION ON
ORAL SKILLS MIGHT LEAD TO NEGLECT-
ING THE ACQUISITION OF THE OTHER
BASIC SKILLS, THE PASSIVE SKILLS CAN
BE TAUGHT EFFECTIVELY AT A LATER
STAGE. AT THE INTERMEDIATE AND AD-
VANCED LEVELS, THE ACTIVE SKILLS
MAY CONTINUE TO BE PRACTICED AND
PERFECTED ALONG WITH THE
STUDENT'S LEARNING OF CULTURE AND
LITERATURE, BUT FEW STUDENTS WILL
ACQUIRE ACTIVE LANGUAGE KNOWLEDGE
IN THE CLASSROOM AT THESE LE-
VELS IF THEIR INITIAL EXPOSURE HAS
BEEN ONLY TO THE PASSIVE SKILLS.
THEREFORE, IT IS NOT A QUESTION OF
WHICH ELEMENT OF LANGUAGE LEARN-
ING IS THE MOST IMPORTANT, BUT WHICH
IS TO BE TAUGHT FIRST. THIS ARTICLE
APPEARED IN "THE MODERN LANGUAGE
JOURNAL," VOLUME 49, NUMBER 1, JANU-
ARY 1965, PAGES 19-21. (AB)

ED 013 570

FL 000 353

JOYAUX, GEORGES J.

FOREIGN LANGUAGES AND THE HUMANITIES.

PUB DATE FEB 65

EDRS PRICE MF-\$0.25 HC-\$0.24 4P.

DESCRIPTORS *COURSE CONTENT, *HUMANITIES, *LANGUAGE INSTRUCTION, *LANGUAGE LABORATORIES, *TECHNOLOGICAL ADVANCEMENT, AUDIOLINGUAL SKILLS, COLLEGE LANGUAGE PROGRAMS, LANGUAGE LABORATORY USE, LITERATURE, SECONDARY SCHOOLS.

AMONG THOSE THINGS THAT HAVE AFFECTED FOREIGN LANGUAGE TEACHING PERHAPS ADVERSELY, THE LANGUAGE LABORATORY EXEMPLIFIES WELL THE EMPHASIS PUT ON TECHNOLOGY AND ELECTRONICS AND THE TENDENCY IN OUR TIME TO "TRAIN" A PERSON RATHER THAN TO "EDUCATE" HIM. THE LANGUAGE LABORATORY CAN BE USED TO HELP STUDENTS DEVELOP AUDIOLINGUAL SKILLS, BUT IT IN NO WAY SHOULD DICTATE MEANS AND ENDS TO THE LANGUAGE TEACHER WHO SHOULD USE THE LABORATORY AS A TOOL TO ALLEVIATE HIS OWN ROUTINE TASKS. MORE EMPHASIS MUST BE PLACED ON READING LITERATURE IN THE FOREIGN LANGUAGE, AND, BECAUSE LANGUAGE IS A VEHICLE OF THOUGHT, TEACHING LITERATURE WILL NOT ONLY GIVE THE STUDENTS SOMETHING WORTHWHILE TO COMMUNICATE, BUT ALSO WILL ENCOURAGE THE REHABILITATION OF THE HUMANITIES. THIS ARTICLE IS A REPRINT FROM "THE MODERN LANGUAGE JOURNAL," VOLUME 49, NUMBER 2, FEBRUARY 1965, PAGES 102-105. (SS)

ED 013 571

FL 000 366

MELZ, C.W.F.

THE FOREIGN LANGUAGE PROGRAM IN WASHOE COUNTY AND THE UNIVERSITY OF NEVADA.

PUB DATE MAY 65

EDRS PRICE MF-\$0.25 HC-\$2.20 53P.

DESCRIPTORS *AUDIOLINGUAL METHODS, *COLLEGE LANGUAGE PROGRAMS, *LANGUAGE RESEARCH, *SECONDARY SCHOOLS, *STATE SURVEYS, ARTICULATION (PROGRAM), ENROLLMENT TRENDS, LANGUAGE INSTRUCTION, NEVADA, PROGRAM EVALUATION, PROGRAM IMPROVEMENT, PROGRAMED INSTRUCTION, QUESTIONNAIRES, SECOND LANGUAGE LEARNING, STATISTICAL DATA, TEACHER QUALIFICATIONS, UNIVERSITY OF NEVADA, WASHOE COUNTY.

THIS DETAILED ANALYSIS OF THE IMPORTANT ASPECTS OF LANGUAGE LEARNING AND TEACHING IN THE WASHOE COUNTY PUBLIC SCHOOLS AND THE UNIVERSITY OF NEVADA RESULTED FROM A SURVEY CONDUCTED BY AN EXPERIENCED LANGUAGE TEACHER. USING DATA GLEANED FROM QUESTIONNAIRES DISTRIBUTED TO THE UNIVERSITY FOREIGN LANGUAGE STUDENTS AND INFORMATION GATHERED FROM CLASS VISITATIONS, CONFERENCES WITH ADMINISTRATORS AND TEACHERS, ATTENDANCE AT DEPARTMENTAL MEETINGS, AND INTERVIEWS WITH PARENTS AND STUDENTS, THE REPORT CONSIDERS AND ANALYZES SUCH SUBJECTS AS ENROLLMENT TRENDS, STUDY SEQUENCE, PROGRAM ARTICULATION, DROPOUTS, AND TEACHER QUALIFICATIONS. FOLLOWING AN EVALUATION OF ENROLLMENT, LANGUAGE LABORATORIES, AND MECHANICAL AIDS, THERE IS A DETAILED APPRAISAL OF THE EFFECTIVENESS, IN NEVADA SCHOOLS, OF THE AUDIOL-

INGUAL METHOD, INCLUDING AN EXTENSIVE DISCUSSION OF BASIC ISSUES AND SUGGESTED PROGRAM IMPROVEMENTS. IN THE APPENDIXES ARE COPIES OF THE QUESTIONNAIRES, COMMENTS FROM UNIVERSITY STUDENTS, AND STATISTICS ABOUT THE FOREIGN LANGUAGE DEPARTMENT AT THE UNIVERSITY. (AB)

ED 013 572

FL 000 373

FOREIGN LANGUAGE PROGRAM POLICY. (TITLE SUPPLIED).

MODERN LANGUAGE ASSN. OF AMERICA, NEW YORK, N.Y.

PUB DATE SEP 56

EDRS PRICE MF-\$0.25 HC-\$0.56 12P.

DESCRIPTORS *EDUCATIONAL POLICY, *LANGUAGE PROGRAMS, *LANGUAGE TEACHERS, *POLICY FORMATION, AUDIOLINGUAL METHODS, AUDIOVISUAL AIDS, CLASSICAL LANGUAGES, CULTURAL AWARENESS, FLES PROGRAMS, GRADUATION REQUIREMENTS, LANGUAGE LEARNING LEVELS, LANGUAGE SKILLS, MODERN LANGUAGE ASSOCIATION, MODERN LANGUAGES, UNCOMMONLY TAUGHT LANGUAGES.

IN THE HOPE THAT FOREIGN LANGUAGE TEACHERS MIGHT DISCUSS THEM AT PROFESSIONAL MEETINGS, THE MODERN LANGUAGE ASSOCIATION HAS RELEASED THESE POLICY STATEMENTS FORMULATED TO GOVERN THE CONDUCT OF FOREIGN LANGUAGE PROGRAMS. FOLLOWING A REFERENCE TO THE VALUE OF ACQUIRING NOT ONLY THE LANGUAGE SKILLS BUT ALSO A DEEPER UNDERSTANDING OF LANGUAGE AND CULTURE, THE DOCUMENT EMPHASIZES THE ADVANTAGES OF OFFERING AUDIOLINGUAL-ORIENTED LANGUAGE PROGRAMS WITH A LONGER SEQUENCE OF STUDY TO ASSURE GREATER MASTERY OF SKILLS AND CONTROL OF VOCABULARY. CITED AS BENEFITS IN ACHIEVING INTERNATIONAL UNDERSTANDING THROUGH A FOREIGN LANGUAGE EXPERIENCE ARE THE RESULTING DIRECT INTERCULTURAL COMMUNICATION AND EXPOSURE TO CULTURAL CONTENT. ALSO CONSIDERED IN THE STATEMENT ARE (1) THE USE OF AUDIOVISUAL AIDS, (2) FLES PROGRAMS, (3) THE INCLUSION IN COURSE OFFERINGS OF THE NEGLECTED LANGUAGES, (4) THE CONTINUED IMPORTANCE OF THE CLASSICAL LANGUAGES IN THE CURRICULUM, AND (5) COLLEGE FOREIGN LANGUAGE DEGREE REQUIREMENTS. THIS ARTICLE IS A REPRINT FROM "PMLA," VOLUME 71, NUMBER 4, PART 2, SEPTEMBER 1956. (AB)

ED 013 573

FL 000 377

WALSH, DONALD D.

THE FOREIGN LANGUAGE PROGRAM IN 1964.

MODERN LANGUAGE ASSN. OF AMERICA, NEW YORK, N.Y.

PUB DATE MAY 65

EDRS PRICE MF-\$0.25 HC-\$0.28 5P.

DESCRIPTORS *ANNUAL REPORTS, *FEDERAL AID, *FOUNDATION PROGRAMS, *LANGUAGE PROGRAMS, *PROFESSIONAL ASSOCIATIONS, COLLEGE LANGUAGE PROGRAMS, ENROLLMENT TRENDS, FINANCIAL SUPPORT, LANGUAGE INSTRUCTION, MODERN LANGUAGE ASSOCIATION, NDEA, PUBLICATIONS, TEACHER EDUCATION, TESTING PROGRAMS, TEXTBOOK PUBLICATIONS, THE CARNEGIE CORPORATION, THE ROCKEFELLER FOUNDATION.

THE ADDRESS SUMMARIZES THE 1964

GENERAL FOREIGN LANGUAGE PROGRAM OF THE MODERN LANGUAGE ASSOCIATION (MLA), BUT EMPHASIZES THOSE ACTIVITIES FUNDED BY GOVERNMENT CONTRACT OR WITH FOUNDATION SUPPORT. AMONG COMPLETED GOVERNMENT-FUNDED PROJECTS DESCRIBED ARE (1) JUNIOR AND SENIOR COLLEGE MODERN LANGUAGE ENROLLMENT SURVEYS, (2) THE PUBLICATION AND DISTRIBUTION OF THE MLA COOPERATIVE TESTS BY THE EDUCATIONAL TESTING SERVICE, (3) THE DEVELOPMENT OF THE THIRD PARALLEL FORM OF THE PROFICIENCY TESTS, AND (4) THE 1963 CONFERENCE REPORT ON TEACHER PREPARATION ISSUES. CARNEGIE CORPORATION-SUPPORTED ACTIVITIES DETAILED ARE (1) THE CONFERENCE THAT PRODUCED TEACHER EDUCATION PROGRAM STANDARDS, (2) STAFF INVOLVEMENT WITH THE IMPLEMENTATION OF THE STANDARDS DOCUMENT, THE MORE EFFECTIVE USE OF THE PROFICIENCY TESTS, AND THE UPGRADING OF TEACHER EDUCATION PROGRAMS, (3) THE VIGOR OF THE CONSULTANTS' PANEL, AND (4) THE FUNCTION OF THE MATERIALS AND PUBLICATION CENTER. MENTIONED ALSO ARE "CONTINUING SPANISH," THE REVISION OF "MODERN SPANISH," THE DEVELOPMENT OF AN ENGLISH AS A SECOND LANGUAGE TEACHING MANUAL, AND THE PROJECTED AUTHORSHIP OF A BASIC PORTUGUESE TEXT. REFERENCE IS MADE TO THE INITIATION OF AN OFFICIAL ENGLISH PROGRAM, TO THE GENERAL IMPROVEMENTS IN THE FOREIGN LANGUAGE LEARNING SITUATION IN THE COUNTRY, AND TO THE ASPIRATIONS FOR FUTURE PROGRAMS. STATISTICAL DATA ARE CITED IN SUPPORT OF ENROLLMENT TREND OBSERVATIONS. THIS DOCUMENT IS A REPRINT FROM "PMLA," VOLUME 80, NUMBER 2, MAY 1965, PAGES 29-32, AND WAS DELIVERED AS AN ADDRESS AT THE ANNUAL MEETING OF THE MODERN LANGUAGE ASSOCIATION, NEW YORK CITY, DECEMBER 29, 1964. (AB)

ED 013 574

FL 000 379

STARR, WILMARTH H.

MLA FOREIGN LANGUAGE PROFICIENCY TESTS FOR TEACHERS AND ADVANCED STUDENTS.

MODERN LANGUAGE ASSN. OF AMERICA, NEW YORK, N.Y.

PUB DATE SEP 62

EDRS PRICE MF-\$0.25 HC-\$0.60 13P.

DESCRIPTORS *ADVANCED STUDENTS, *LANGUAGE PROFICIENCY, *LANGUAGE TEACHERS, *LANGUAGE TESTS, *NATIONAL COMPETENCY TESTS, EDUCATIONAL TESTING SERVICE, FRENCH, GERMAN, ITALIAN, LANGUAGE SKILLS, MLA PROFICIENCY TESTS, RUSSIAN, SPANISH, STANDARDIZED TESTS, TEACHER QUALIFICATIONS, TEST RELIABILITY, TEST VALIDITY, TESTING PROGRAMS.

THE DEVELOPMENT AND EVALUATION OF THE MODERN LANGUAGE ASSOCIATION (MLA) FOREIGN LANGUAGE PROFICIENCY TESTS FOR TEACHERS AND ADVANCED STUDENTS ARE THE SUBJECTS OF THIS FINAL PROJECT REPORT. FOLLOWING AN ACCOUNT OF THE EVENTS THAT LED TO THE AWARDED OF A GOVERNMENT CONTRACT TO MLA TO DEVELOP NATIONALLY STANDARDIZED QUALIFICATION TESTS AND A DESCRIPTION OF THE LOGISTIC AND EVALUATION PROBLEMS INVOLVED IN DEVELOPING THESE TWO 31-TEST BATTERIES IN FRENCH, GERMAN, ITALIAN, RUSSIAN, AND SPANISH, THE REPORT APPRAISES, WITH SUP-

PORTING STATISTICAL DATA, THE HIGH LEVEL OF RELIABILITY AND STATISTICAL VALIDITY OF THESE TESTS IN THE COMPETENCY AREAS OF LISTENING COMPREHENSION, SPEAKING, READING, WRITING, APPLIED LINGUISTICS, CULTURE AND CIVILIZATION, AND PROFESSIONAL PREPARATION. A COMPARISON OF PRE-TEST AND POST-TEST NORMS FURNISHES THE GOVERNMENT AND THE PROFESSION WITH OBJECTIVE DATA FOR FUTURE TEST REVISIONS AND FOR SUPPORT AND ANALYSIS OF INSTITUTE PROGRAMS. FOUR APPENDICES INCLUDE INFORMATION ABOUT MODERN FOREIGN LANGUAGE TEACHER QUALIFICATIONS, A DIRECTORY OF THE MEMBERS OF THE TEST CONSTRUCTION COMMITTEES, AND DATA JUSTIFYING TEST RELIABILITY AND THE INTERCORRELATIONS BETWEEN SKILLS. THIS ARTICLE IS A REPRINT FROM "PMLA," VOLUME 77, NUMBER 4, PART 2, SEPTEMBER 1962. (AB)

ED 013 575 FL 000 396

HARSHENIN, ALEX P.
ON RUSSIAN IN SECONDARY SCHOOLS OF WESTERN CANADA.

PUB DATE MAR 67

EDRS PRICE MF-00.25 HC-00.76 17P.

DESCRIPTORS *ENROLLMENT TRENDS, *MODERN LANGUAGE CURRICULUM, *RUSSIAN, *SECONDARY SCHOOLS, *SLAVIC LANGUAGES, BILINGUALISM, CURRICULUM PROBLEMS, ELECTIVE SUBJECTS, FOREIGN COUNTRIES, LANGUAGE RESEARCH, PROGRAM EVALUATION, SECOND LANGUAGE LEARNING, TEACHER SHORTAGE, WESTERN CANADA.

ALTHOUGH THE ENROLLMENT IN COURSES IN UKRAINIAN IN WESTERN CANADA'S SECONDARY SCHOOLS CONTINUES TO INCREASE NORMALLY, THE DEMAND FOR RUSSIAN DECLINES PROGRESSIVELY. FACTORS AFFECTING THE ENROLLMENT TRENDS ARE (1) THE UNDERSTANDABLE PREFERENCE OF THE PREDOMINANTLY UKRAINIAN POPULATION OF THE PRAIRIE STATES TO STUDY THEIR PARENT TONGUE, (2) THE LOCAL SCHOOL ADMINISTRATORS' JUSTIFIED RELUCTANCE TO IMPLEMENT AS AN ELECTIVE A SUBJECT THAT HAS SUCH A MARKED INADEQUACY OF QUALIFIED TEACHERS, AND (3) THE PRIORITY GIVEN TO THE STUDY OF ENGLISH AND FRENCH AS THE OFFICIAL LANGUAGES OF CANADA. NEVERTHELESS, RUSSIA, BECAUSE OF ITS GEOGRAPHIC PROXIMITY, IS EXTREMELY IMPORTANT TO CANADA. BECOMING INCREASINGLY MORE SIGNIFICANT ARE (1) FISHING, TRADING, AND TRAVEL CONTACTS, (2) THE VOLUME OF RUSSIAN RESEARCH, (3) THE NEED FOR EXCHANGE OF KNOWLEDGE AND PERSONS, AND (4) THE OPPORTUNITIES FOR YOUNG CANADIANS TO COMBINE A KNOWLEDGE OF RUSSIAN WITH OTHER FIELDS OF ENDEAVOR. IF THE STUDY OF THE RUSSIAN LANGUAGE IS TO BECOME REALISTICALLY MORE ATTRACTIVE AT THE SECONDARY SCHOOL LEVEL, THERE MUST BE A COMPLETE REVISION OF THE PROGRAM, APPROACH, AND RELATED MATERIALS AS WELL AS AN IMMEDIATE ATTEMPT TO IMPROVE THE QUALITY AND INCREASE THE NUMBER OF ADEQUATELY TRAINED TEACHERS. (AB)

ED 013 576 FL 000 406

MORRIS, SEAN
IMPROVING THE STRUCTURE DRILL IN RUSSIAN.

PUB DATE 67

EDRS PRICE MF-00.25 HC-00.32 6P.

DESCRIPTORS *AUDIOLINGUAL METHODS, *LANGUAGE INSTRUCTION, *PATTERN DRILLS (LANGUAGE), *RUSSIAN, *TEACHING TECHNIQUES, INTONATION.

IF AN EFFORT WERE MADE TO HAVE STUDENTS CONTINUALLY HEAR AND PRODUCE THE LANGUAGE BEING STUDIED IN A FAIRLY REALISTIC WAY FROM THE BEGINNING, THEY WOULD BE MORE MOTIVATED TO LEARN AND WOULD MAKE THE TRANSITION FROM THE CLASSROOM TO PRACTICAL SITUATIONS AND MORE ADVANCED STUDY MORE EASILY. THE TRADITIONAL KINDS OF STRUCTURE DRILLS INCORPORATED IN MOST AUDIOLINGUAL RUSSIAN TEXTS ARE UNREALISTIC IN THE DEMANDS PUT ON THE STUDENT'S MEMORY AND ARE MEANINGLESS CITATION FORMS REQUIRING PURELY MECHANICAL RESPONSES. IF THE TEACHER, FROM THE BEGINNING LEARNING STAGES, WERE TO ASSUME THE RESPONSIBILITY OF CAREFULLY USING MASTERED STRUCTURES AND IMPORTANT VOCABULARY IN DRILLS DESIGNED TO VARY SENTENCES AS MUCH AS POSSIBLE, THE CONVERSATIONAL STYLE OF THE DRILLS WOULD BE MAINTAINED BY MAKING THE STUDENTS THINK WHAT THEY ARE SAYING. FURTHERMORE, BY THE SYSTEMATIC EXPOSURE TO THE VARIOUS COMMON INTONATION PATTERNS EMPLOYED IN THESE DRILLS, THE STUDENT WOULD IMPROVE IN PRONUNCIATION. THIS ARTICLE APPEARED IN "THE SLAVIC AND EAST EUROPEAN JOURNAL," VOLUME 11, NUMBER 1, SPRING 1967, PAGES 66-70. (AB)

ED 013 577 FL 000 407

KEMPERS, JOHN
THE TEACHING OF RUSSIAN-A RESPONSE TO NATHAN ROSEN.

PUB DATE 67

EDRS PRICE MF-00.25 HC-00.28 5P.

DESCRIPTORS *COLLEGE LANGUAGE PROGRAMS, *INSTRUCTIONAL MATERIALS, *MODERN LANGUAGE CURRICULUM, *RUSSIAN, *TEACHING TECHNIQUES, LANGUAGE INSTRUCTION.

ALTHOUGH NATHAN ROSEN'S ARTICLE IN A 1966 ISSUE OF "THE SLAVIC AND EAST EUROPEAN JOURNAL" (ED 011 175) DID PINPOINT THE FACT THAT NO WORTHWHILE ACTIVE CONTROL OF THE VOCABULARY AND STRUCTURAL ELEMENTS OF RUSSIAN COULD BE ACHIEVED IN A TRADITIONAL 2-YEAR PROGRAM, HE DID NOT, WITH HIS PROPOSED USE OF READERS WITH FACING TRANSLATIONS, OVERCOME THE PROBLEM OF REAL CONCERN-WHETHER TO USE THE LANGUAGE OF EVERYDAY USAGE, LITERATURE, OR EXPOSITORY PROSE IN A TERMINAL 2-YEAR COLLEGE PROGRAM. THE LANGUAGE OF EXPOSITORY PROSE IS THE ONE IN WHICH THE NON-RUSSIAN MAJOR COULD, BY THE SECOND YEAR, REACH THE GREATEST DEGREE OF PROFICIENCY BECAUSE OF FEWER VOCABULARY PROBLEMS AND COULD, BY LIMITING READING MATERIALS TO HIS MAJOR FIELD OF INTEREST, ACQUIRE INFORMATION NOT AVAILABLE IN ENGLISH SOURCES. AT THE BEGINNING OF THE SECOND YEAR OF THIS TYPE OF PROGRAM, THE USE OF KARPOVICH'S "LECTURES ON RUSSIAN HISTORY" WOULD BE OF GREATER BENEFIT THAN ANY OTHER TEXT OF COMPARABLE SIZE. THIS ARTICLE APPEARED IN "THE SLAVIC AND EAST EUROPEAN JOURNAL," VOLUME 11, NUMBER 1, SPRING 1967, PAGES 71-74. (AB)

ED 013 578 FL 000 414

SMITH, GEORGE E.
WHAT CAN WE LEARN FROM THE PEACE CORPS.

PUB DATE NOV 62

EDRS PRICE MF-00.25 HC-00.24 4P.

DESCRIPTORS *ADULT PROGRAMS, *INTENSIVE LANGUAGE COURSES, *LANGUAGE INSTRUCTION, *LANGUAGE PROFICIENCY, *SECOND LANGUAGE LEARNING, AUDIOLINGUAL METHODS, FEDERAL PROGRAMS, PEACE CORPS.

SINCE THE STRENGTH OF THE PEACE CORPS EFFORT DEPENDS ON THE VOLUNTEERS' ABILITY TO COMMUNICATE IN THE LANGUAGE SPOKEN IN THE HOST COUNTRY, INTENSIVE LANGUAGE COURSES, PATTERNED AFTER THOSE OF THE NATIONAL DEFENSE AND FOREIGN SERVICE INSTITUTES, OCCUPY 30 TO 40 PERCENT OF THE AVERAGE 8-TO 10-WEEK PRELIMINARY TRAINING PERIOD. BASED ON GENERAL PEACE CORPS GUIDELINES, THESE AUDIOLINGUAL, CULTURE-ORIENTED INTENSIVE PROGRAMS, USING CLASSROOM PRESENTATION SUPPLEMENTED BY ACTIVE LABORATORY REINFORCEMENT AND GUIDED PRACTICE WITH NATIVE INFORMANTS, HAVE PRODUCED SPEAKERS WITH A RELIABLE WORKING KNOWLEDGE OF A FOREIGN LANGUAGE. BECAUSE OF THE STUDENTS' STRONG MOTIVATION, AFTER A FEW MONTHS IN THE HOST COUNTRY, THIS ABILITY USUALLY HAS INCREASED TO A REASONABLE FLUENCY THAT PERMITS THE VOLUNTEERS TO CONDUCT CLASSES, LECTURE, AND CONVERSE COMPETENTLY WITH NATIVE SPEAKERS. FOR SOME OF THE 31 LANGUAGES TAUGHT, NEW TEACHING TECHNIQUES HAVE BEEN DEvised. THIS ARTICLE APPEARED IN "AUDIOVISUAL INSTRUCTION," VOLUME 7, NUMBER 9, NOVEMBER 1962, PAGES 638-641. (AB)

ED 013 579 FL 000 434

LEAMON, M. PHILLIP AND OTHERS
LATIN FOR SECONDARY SCHOOLS (A GUIDE TO MINIMUM ESSENTIALS).

INDIANA STATE DEPT. PUBLIC INSTR., INDIANAPOLIS

REPORT NUMBER ISDPI-BULL-340

PUB DATE 63

EDRS PRICE MF-00.25 HC-01.40 33P.

DESCRIPTORS *BIBLIOGRAPHIES, *LANGUAGE LEARNING LEVELS, *LATIN, *SECONDARY SCHOOLS, *STATE CURRICULUM GUIDES, BOOKLISTS, COURSE OBJECTIVES, CULTURAL AWARENESS, LANGUAGE PROFICIENCY, LANGUAGE SKILLS, REALIA, RESOURCE MATERIALS.

A SET OF MINIMUM ESSENTIALS FOR EACH LEVEL OF A 4-YEAR SEQUENCE OF LATIN IN SECONDARY SCHOOLS IS PRESENTED IN THIS CURRICULUM GUIDE. FOLLOWING STATEMENTS OF THE OBJECTIVES OF LATIN STUDY-READING THE LATIN OF THE GREAT ROMAN AUTHORS, ATTAINING A LINGUISTIC PROFICIENCY, AND ACQUIRING A WIDER HISTORICAL AND CULTURAL AWARENESS-THE GUIDE OUTLINES FOR EACH LEVEL THE COURSE CONTENT REQUIRED TO REACH THESE GOALS. AN EXTENSIVE BIBLIOGRAPHY LISTS REFERENCE BOOKS, BIOGRAPHIES, HISTORIES, DICTIONARIES, FICTION AND POETRY, FILMS, FILMSTRIPS, GRAMMARS, LITERATURE IN TRANSLATION, MAPS, WORKS ON MYTHOLOGY AND LEGENDS, PERIODICALS, REALIA, READERS FOR LEVELS ONE AND TWO, RECORDS, SLIDES, TAPES, TESTS, AND BOOKS ON WORD STUDY. (AS)

ED 013 580

FL 000 437

SMITH, PHILIP D., JR.

LANGUAGE LABORATORY SPECIFICATIONS, AN ADMINISTRATOR'S GUIDE.

NEVADA STATE DEPT. OF EDUCATION, CARSON CITY

PUB DATE 64

EDRS PRICE MF-\$0.25 HC-\$0.72 16P.

DESCRIPTORS *ADMINISTRATOR GUIDES, *AUDIO ACTIVE LABORATORIES, *ELECTRONIC CLASSROOMS, *EQUIPMENT STANDARDS, *LANGUAGE LABORATORY EQUIPMENT, EQUIPMENT EVALUATION, SECONDARY SCHOOLS, STUDIO FLOOR PLANS.

IN ORDER TO INFORM ADMINISTRATORS AND PURCHASING AGENTS OF THE MINIMAL SPECIFICATIONS FOR THE SIMPLE, YET EFFECTIVE INSTALLATION OF A QUALITY LANGUAGE LABORATORY, THIS GUIDE OFFERS BASIC INFORMATION ABOUT COSTS, GENERAL AND FUNCTIONAL SPECIFICATIONS, BIDDING INSTRUCTIONS, AND REPAIR SERVICES. THE TEACHER CONSOLE AND STUDENT POSITIONS IN THE LABORATORY ARE DESCRIBED IN DETAIL. INCLUDED ALSO ARE FORMS DESIGNED TO BE COMPLETED AND REPRODUCED BY SCHOOLS ADVERTISING FOR LANGUAGE LABORATORY BIDS, AND A SIMPLE LAYOUT OF A 24-OR 30-POSITION LABORATORY. (AB)

ED 013 581

FL 000 440

LADU, TORATUVE

MODERN FOREIGN LANGUAGES, A SIX-YEAR PROGRAM (GRADES 7-12)-FRENCH, GERMAN, SPANISH.

NORTH CAROLINA STATE BOARD OF EDUCATION, RALEIGH

REPORT NUMBER NCSDPI-PUB-364

PUB DATE 63

EDRS PRICE MF-\$0.25 HC-\$0.92 21P.

DESCRIPTORS *ARTICULATION (PROGRAM), *MODERN LANGUAGE CURRICULUM, *SECOND LANGUAGE LEARNING, *SECONDARY SCHOOLS, *STATE CURRICULUM GUIDES, AUDIOLINGUAL METHODS, COUNSELOR ROLE, COURSE OBJECTIVES, LANGUAGE LEARNING LEVELS, LANGUAGE PROGRAMS, LANGUAGE SKILLS, PROGRAM ADMINISTRATION, TEACHER ROLE.

THIS BRIEF BULLETIN, OUTLINING A 6-YEAR FOREIGN LANGUAGE PROGRAM IN FRENCH, GERMAN, AND SPANISH, COMPLEMENTS A 1962 CURRICULUM GUIDE OF A 4-YEAR SEQUENCE OF LANGUAGE STUDY ISSUED BY THE NORTH CAROLINA STATE DEPARTMENT OF PUBLIC INSTRUCTION. OF SPECIAL SIGNIFICANCE IN THE DOCUMENT IS A CHART OF A 6-YEAR PROGRAM HIGHLIGHTING, AT EVERY LEVEL, SPECIFIC AREAS AND ACTIVITIES TO BE EMPHASIZED IN EACH OF THE LANGUAGE SKILLS AND IN THE USE OF SUPPLEMENTARY MATERIALS AND EQUIPMENT. A SUPPLEMENTARY BIBLIOGRAPHY OF RECENTLY PUBLISHED READERS, TEACHER BULLETINS, INSTRUCTIONAL FILMS AND TAPES, AND PERIODICALS FOR LEVEL FIVE IS INCLUDED. OTHER TOPICS TREATED BRIEFLY IN GENERAL TERMS ARE (1) THE PLACES OF THE ADMINISTRATOR, TEACHER, AND COUNSELOR IN THE NEW LANGUAGE PROGRAM, (2) STUDENT SELECTION CRITERIA, (3) PROVISION FOR THE ACADEMICALLY TALENTED, (4) LEARNING LEVELS, (5) DISTRIBUTION OF LEARNING TIME AMONG THE FOUR SKILLS, AND (6) LANGUAGE LABORATORY USE. SEE FL 000 439 FOR THE 1962 GUIDE. (AB)

ED 013 582

FL 000 447

LEAMON, M. PHILLIP AND OTHERS

GERMAN FOR SECONDARY SCHOOLS (A GUIDE TO MINIMUM ESSENTIALS).

INDIANA STATE DEPT. PUBLIC INSTR., INDIANAPOLIS

REPORT NUMBER ISDPI-BULL-328

PUB DATE 63

EDRS PRICE MF-\$0.25 HC-\$1.06 26P.

DESCRIPTORS *AUDIOLINGUAL METHODS, *BIBLIOGRAPHIES, *GERMAN, *SECONDARY SCHOOLS, *STATE CURRICULUM GUIDES, COURSE CONTENT, COURSE OBJECTIVES, INSTRUCTIONAL MATERIALS, LANGUAGE INSTRUCTION, LANGUAGE LABORATORY USE, LANGUAGE LEARNING LEVELS, LANGUAGE SKILLS, MODERN LANGUAGE CURRICULUM, RESOURCE MATERIALS, TEXTBOOKS.

THIS CURRICULUM OUTLINE PROVIDES A SET OF MINIMUM ESSENTIALS, BASED ON A MODIFIED AUDIOLINGUAL APPROACH, FOR SECONDARY SCHOOL PROGRAMS IN GERMAN. FOLLOWING A BRIEF DISCUSSION OF THE NEED FOR LONGER STUDY SEQUENCE AND UPDATED INSTRUCTIONAL PHILOSOPHY, THE GUIDE DESCRIBES THE BASIC OBJECTIVES, CONTENTS, AND SUGGESTED TEACHING PROCEDURES FOR EACH LEVEL OF A 4-LEVEL COURSE, AND MAKES RECOMMENDATIONS FOR LANGUAGE LABORATORY USE. HIGHLIGHTED IN THE BRIEF GUIDE IS A BIBLIOGRAPHY OF BASIC TEXTS AND INTEGRATED PROGRAMS, READERS, CONVERSATIONS, PLAYS, SONGS, DICTIONARIES, TAPES AND DISCS, FILMS AND FILMSTRIPS, PERIODICALS, DISPLAY MATERIALS, METHODOLOGY AND COURSE GUIDES, TEACHER'S AIDS AND TESTS, AND CORRESPONDENCE-ON-TAPE CLUBS. AN APPENDIX LISTS SOURCES OF MATERIALS. (AB)

ED 013 583

FL 000 448

RUSSIAN FOR SECONDARY SCHOOLS.

NEW YORK STATE EDUCATION DEPT., ALBANY

PUB DATE FEB 65

EDRS PRICE MF-\$0.75 HC-\$5.72 141P.

DESCRIPTORS *LANGUAGE GUIDES, *LANGUAGE LEARNING LEVELS, *RUSSIAN, *SECONDARY SCHOOLS, *STATE CURRICULUM GUIDES, AUDIOLINGUAL METHODS, COURSE CONTENT, LANGUAGE INSTRUCTION, LANGUAGE PROGRAMS, LANGUAGE SKILLS, PATTERN DRILLS (LANGUAGE), TEACHING TECHNIQUES.

THE NEW YORK STATE SYLLABUS FOR RUSSIAN IN SECONDARY SCHOOLS FOLLOWS THE SAME FORMAT AS THOSE FOR FRENCH, GERMAN, AND SPANISH, AND FOR COMPLETE TEXT, INCLUDING GENERAL SECTIONS ON TEACHING LANGUAGES, THE READER MUST REFER TO ONE OF THOSE THREE BOOKS. THIS GUIDE DELINEATES THE AIMS, TECHNIQUES, CONTENT, AND SCOPE OF RUSSIAN INSTRUCTION FOR A 6-YEAR AND A 4-YEAR PROGRAM. AUDIOLINGUAL METHODS ARE STRESSED, SPECIFIC TECHNIQUES ARE SUGGESTED FOR TEACHING LISTENING, SPEAKING, READING, AND WRITING SKILLS, AND CHECKLISTS OF MINIMAL VOCABULARY ITEMS AND GRAMMATICAL STRUCTURES ARE GIVEN FOR EACH LEVEL. SUCH CULTURAL SUBJECTS AS RUSSIAN HISTORY, CURRENT EDUCATION, SOCIAL CONDITIONS, LITERATURE, ART, AND MUSIC ARE SUMMARIZED. A MODEL LESSON, SAMPLE MODEL LESSON, SAMPLE PATTERN DRILLS, AND GUIDES TO TESTING THE FOUR BASIC SKILLS ARE PRESENTED. IN-

CLUDED, TOO, ARE A BIBLIOGRAPHY OF AMERICAN, BRITISH, AND RUSSIAN PUBLICATIONS ON ASPECTS OF RUSSIAN LANGUAGE, LITERATURE, AND CULTURE, AND A DIRECTORY OF SOURCES FOR RUSSIAN BOOKS, PERIODICAL SUBSCRIPTIONS, AND SUPPLEMENTARY MATERIALS. (GJ)

ED 013 584

FL 000 453

CROSBIE, KEITH

THE LANGUAGE LABORATORY-WORK SHEET.

MONTANA STATE DEPT. OF PUBLIC INSTRUCTION, HELENA

PUB DATE FEB 65

EDRS PRICE MF-\$0.25 HC-\$1.32 31P.

DESCRIPTORS *LANGUAGE INSTRUCTION, *LANGUAGE LABORATORIES, *LANGUAGE LABORATORY EQUIPMENT, *LANGUAGE LABORATORY USE, *SECONDARY SCHOOLS, AUDIO ACTIVE COMPARE LABORATORIES, AUDIO ACTIVE LABORATORIES, ELECTRONIC CLASSROOMS, EQUIPMENT EVALUATION, EQUIPMENT MAINTENANCE, GUIDELINES, INSTRUCTIONAL IMPROVEMENT, MODERN LANGUAGE CURRICULUM.

DESIGNED FOR TEACHERS AND ADMINISTRATORS, THIS WORK SHEET PROVIDES GENERAL AND SPECIFIC INFORMATION ABOUT THE PHILOSOPHY, TYPES, AND USES OF LANGUAGE LABORATORIES IN SECONDARY SCHOOL LANGUAGE PROGRAMS. THE FIRST SECTION DISCUSSES THE ADVANTAGES OF USING THE LABORATORY EFFECTIVELY TO REINFORCE AND CONSOLIDATE CLASSROOM LEARNING, AND MENTIONS SOME COMPLETED AND PROJECTED RESEARCH STUDIES THAT PROPOSE TO DEFINE ITS CAPABILITIES. THE SECOND SECTION EXPLAINS THE SPECIFIC ADVANTAGES, EFFECTIVE USE, AND APPROXIMATE COSTS OF LISTEN AND RESPOND, AUDIO-ACTIVE LISTEN AND RESPOND, AND LISTEN-RESPOND-RECORD EQUIPMENT AND INSTALLATION. IN THE THIRD SECTION ARE RECOMMENDATIONS FOR LABORATORY SCHEDULING, PROCEDURES, USE WITH ADVANCED STUDENTS, MAINTENANCE, AND EVALUATION AS WELL AS SUGGESTIONS FOR STUDENT ORIENTATION AND TESTING. A FOURTH SECTION OFFERS AN EXPLANATION OF LANGUAGE LABORATORY COMPONENTS AND PURCHASING. APPENDICES INCLUDE A BIBLIOGRAPHY OF REFERENCE MATERIALS AND A DIRECTORY OF MANUFACTURERS OF ELECTRONIC CLASSROOM EQUIPMENT. (AB)

ED 013 585

FL 000 456

LADU, TORATUVE

USING THE LANGUAGE LABORATORY.

NORTH CAROLINA STATE BOARD OF EDUCATION, RALEIGH

REPORT NUMBER NCSDPI-PUB-369

PUB DATE 63

EDRS PRICE MF-\$0.50 HC-\$2.44 59P.

DESCRIPTORS *ELECTRONIC CLASSROOMS, *LANGUAGE INSTRUCTION, *LANGUAGE LABORATORY EQUIPMENT, *LANGUAGE LABORATORY USE, *PATTERN DRILLS (LANGUAGE), AUDIO ACTIVE COMPARE LABORATORIES, AUDIO ACTIVE LABORATORIES, AUDIOLINGUAL SKILLS, AUDIOVISUAL AIDS, FRENCH, GERMAN, PROGRAMED MATERIALS, SPANISH, TEACHING TECHNIQUES.

TO ENCOURAGE UTILIZATION OF THE LANGUAGE LABORATORY AS A TEACHING TECHNIQUE, THIS BULLETIN DESCRIBES SUCH POSSIBLE USES OF THE LA-

BORATORY AS PROGRAMING LESSONS, RECORDING, AND TESTING LANGUAGE SKILL DEVELOPMENT. ONE OF THE MOST IMPORTANT FUNCTIONS OF THE LABORATORY IS THE PATTERN DRILL, DESCRIBED HERE FOR FRENCH, GERMAN, AND SPANISH. EXAMPLES ARE GIVEN IN EACH OF THESE LANGUAGES FOR REPETITION DRILLS, TRANSFORMATION DRILLS, SUBSTITUTION DRILLS, PROGRESSIVE DRILLS, COMBINED SUBSTITUTION AND TRANSFORMATION DRILLS, AND ANALOGY DRILLS. OTHER SECTIONS INCLUDE A LIST OF LANGUAGE LABORATORY TERMS GIVEN IN FRENCH, GERMAN, AND SPANISH, BASIC PRINCIPLES CONSTITUTING A GOOD TAPE, BRIEF DISCUSSIONS OF LABORATORY MAINTENANCE AND EVALUATION, AND A BIBLIOGRAPHY OF RELATED MATERIALS. (SS)

ED 013 586 **FL 000 461**
FOREIGN LANGUAGES IN THE CATHOLIC HIGH SCHOOL, REPORT OF THE ADVISORY COMMITTEE ON FOREIGN LANGUAGES. NATIONAL CATHOLIC EDUCATIONAL ASSN., WASH. D.C.
PUB DATE JAN 64
EDRS PRICE MF-\$0.25 HC-\$0.88 20P.

DESCRIPTORS *CATHOLIC HIGH SCHOOLS, *LANGUAGE PROGRAMS, *LATIN, *MODERN LANGUAGES, *TEACHER EDUCATION, LANGUAGE SKILLS, LITERATURE, PROGRAM IMPROVEMENT, TEACHER CERTIFICATION.

PARTS ONE AND TWO OF THE ADVISORY COMMITTEE'S REPORT ON FOREIGN LANGUAGES COVERS THE GOALS OF THE LANGUAGE PROGRAM IN CATHOLIC HIGH SCHOOLS AND TEACHER EDUCATION. IN THE DISCUSSION ON PROGRAM OBJECTIVES, THE AUDIOLINGUAL METHOD IS ADVOCATED FOR DEVELOPING THE LANGUAGE SKILLS, ALONG WITH EXPOSURE TO LITERATURE AND CULTURE OF THE LANGUAGE BEING STUDIED. THE IMPORTANCE OF LATIN AND THE CLASSICS AND THE PROBLEM OF CONTINUING OR DROPPING LATIN IN CATHOLIC SCHOOLS ARE THE TOPICS DEALT WITH MOST EXTENSIVELY IN THIS REPORT. GREAT CONCERN IS SHOWN FOR THE POPULARITY OF OTHER SUBJECTS OR MODERN LANGUAGE STUDY OVER LATIN, AND RECOMMENDATIONS ARE MADE FOR LATIN TO BE INTRODUCED INTO THE EARLY GRADES AND THE MATERIAL TO BE USED IS SPECIFIED. THE SECTION ON TEACHER EDUCATION DISCUSSES THE UNDERGRADUATE PREPARATION OF MODERN FOREIGN LANGUAGE TEACHERS IN CATHOLIC HIGH SCHOOLS AND A PLEA FOR MORE PROFESSIONALISM IN THESE SCHOOLS IS MADE. AN APPRAISAL OF EACH REPORT IS ALSO INCLUDED. SEE FL 000 462 FOR THE CONCLUDING PARTS OF THE REPORT. THIS DOCUMENT APPEARED AS THE "CATHOLIC HIGH SCHOOL QUARTERLY BULLETIN," VOLUME 21, NUMBER 4, JANUARY 1964. (SS)

ED 013 587 **FL 000 462**
FOREIGN LANGUAGES IN THE CATHOLIC HIGH SCHOOL, REPORT OF THE ADVISORY COMMITTEE ON FOREIGN LANGUAGES - CONCLUDED. NATIONAL CATHOLIC EDUCATIONAL ASSN., WASH. D.C.
PUB DATE APR 64
EDRS PRICE MF-\$0.25 HC-\$1.28 30P.

DESCRIPTORS *AUDIOLINGUAL METHODS, *AUDIOLINGUAL SKILLS, *LANGUAGE LABORATORIES, *MODERN LANGUAGES, *PROGRAM DEVELOPMENT, EQUIP-

MENT UTILIZATION, INSTRUCTIONAL AIDS, LANGUAGE LABORATORY EQUIPMENT, READING, TEACHING TECHNIQUES, WRITING.

THE AUDIOLINGUAL APPROACH IS THE SUBJECT OF THE THIRD PART OF THE ADVISORY COMMITTEE'S REPORT ON FOREIGN LANGUAGES IN WHICH SUCH TOPICS AS AIMS, TESTING, AND METHODS ARE DISCUSSED IN THE FORM OF BRIEF ANSWERS TO QUESTIONS. SOME MODIFICATIONS OF THE AUDIOLINGUAL METHOD ARE SUGGESTED AS POSSIBLE SOLUTIONS TO PROBLEMS THAT ARISE WITH THIS APPROACH, AND ARE FOLLOWED BY A SYLLABUS FOR A 6-YEAR SEQUENTIAL LANGUAGE PROGRAM, WITH CHARTS SHOWING TIME APPORTIONMENT FOR AUDIOLINGUAL STUDY, READING, AND WRITING. THE FINAL PART OF THE REPORT IS DEVOTED TO THE LANGUAGE LABORATORY WITH SECTIONS ON EQUIPMENT, TECHNIQUES, AND THE NECESSITY OF UTILIZING THE LABORATORY. AN APPRAISAL IS GIVEN AT THE END OF EACH REPORT. SEE FL 000 461 FOR PARTS ONE AND TWO OF THE REPORT. THIS DOCUMENT APPEARED AS THE "CATHOLIC HIGH SCHOOL QUARTERLY BULLETIN," VOLUME 22, NUMBER 1, APRIL 1964. (SS)

ED 013 588 **FL 000 465**
TECHNIQUES OF TAPE PREPARATION AND DUPLICATION, WITH SUGGESTIONS FOR A LANGUAGE LABORATORY. KANSAS STATE DEPT. OF PUBLIC INSTR., TOPEKA
PUB DATE 62
EDRS PRICE MF-\$0.25 HC-\$1.36 32P.

DESCRIPTORS *AUDIOVISUAL AIDS, *DUBBING, *LANGUAGE LABORATORY EQUIPMENT, *MASTER TAPES, *TAPE RECORDINGS, AUDIO ACTIVE COMPARE LABORATORIES, AUDIO ACTIVE LABORATORIES, GUIDELINES, LABORATORY TECHNIQUES, LANGUAGE LABORATORIES, LANGUAGE LABORATORY USE, SECONDARY SCHOOLS, TAPE RECORDERS.

PART ONE OF THIS BULLETIN PROVIDES HELP IN THE TWO CRITICAL AREAS OF MASTER TAPE PREPARATION AND DUPLICATION. SUPPLEMENTED BY NUMEROUS PHOTOGRAPHS AND DIAGRAMS OF EQUIPMENT AND DUPLICATION TECHNIQUES, THE BULLETIN DESCRIBES MASTER PROGRAM DUPLICATION USING LANGUAGE LABORATORY EQUIPMENT, A PROFESSIONAL MASS DUPLICATOR, A TAPE RECORDER, A RECORD PLAYER, A SOUND FILM PROJECTOR, AND A SHORT WAVE RADIO. IT EXPOUNDS FURTHER ON DUPLICATING SPEEDS AND CHOICE OF EQUIPMENT AND TAPE BEFORE CONCLUDING WITH A BIBLIOGRAPHY. PART TWO, SUGGESTIONS FOR LANGUAGE LABORATORIES, INCLUDES A DISCUSSION OF CRITERIA FOR DEVELOPING A LANGUAGE LABORATORY PHILOSOPHY, BASED ON THE SPECIFIC FACILITIES PROVIDED, AND DISCUSSES EQUIPMENT SELECTION AND THREE LABORATORY DESIGNS. ALSO IMPLEMENTED BY PHOTOGRAPHS AND DIAGRAMS, THIS SECTION CONTAINS REFERENCE LISTS OF EQUIPMENT MANUFACTURERS, AUDIOVISUAL AIDS SOURCES, AND A BIBLIOGRAPHY ON LANGUAGE LABORATORIES. (AB)

ED 013 589 **FL 000 484**
GOLDBERG, SAMUELA.
HIGH SCHOOL ENROLLMENTS IN LATIN, 1964-65.
PUB DATE MAY 66
EDRS PRICE MF-\$0.25 HC-\$0.20 3P.

DESCRIPTORS *ENROLLMENT TRENDS, *LANGUAGE ENROLLMENT, *LATIN, *SECONDARY SCHOOLS, MODERN LANGUAGE ASSOCIATION.

A MODERN LANGUAGE ASSOCIATION (MLA) STATISTICAL SURVEY SHOWS THE NUMBER OF STUDENTS STUDYING FRENCH, SPANISH, GERMAN, OR LATIN IN THE SECONDARY SCHOOLS DURING EACH SCHOOL YEAR FROM 1958-59 TO 1964-65. THE PERCENTAGE STUDYING EACH LANGUAGE IN RELATION TO THE TOTAL HIGH SCHOOL POPULATION, AND THE PERCENTAGE STUDYING LATIN IN RELATION TO THE TOTAL FOREIGN LANGUAGE ENROLLMENT. THE DATA REVEAL A CONTINUOUS DECLINE IN THE STUDY OF LATIN IN THE HIGH SCHOOLS, AS COMPARED TO THE STUDY OF THE OTHER THREE LANGUAGES, AND POINTS TO, AMONG OTHER THINGS, A LACK OF UNDERSTANDING AMONG STUDENTS, EDUCATORS, AND PARENTS OF THE CULTURAL VALUES OF CLASSICAL STUDIES FOR THE ENGLISH-SPEAKING STUDENT. WHAT IS STRONGLY URGED IS THE KIND OF NATION-WIDE "PUBLIC RELATIONS" PROGRAM THAT THE MLA LAUNCHED IN 1962 ON BEHALF OF MODERN FOREIGN LANGUAGE STUDY. THIS ARTICLE WAS PUBLISHED IN "THE CLASSICAL WORLD," VOLUME 59, NUMBER 2, MAY 1966. (GJ)

ED 013 590 **FL 000 531**
WHITING, C.
EXPERIMENTAL USE OF MACHINES IN THE TRAINING OF INTERPRETERS.
PUB DATE JUL 67
EDRS PRICE MF-\$0.25 HC-\$0.24 4P.

DESCRIPTORS *INTERPRETERS, *LANGUAGE PROGRAMS, *LANGUAGE RESEARCH, *MECHANICAL TEACHING AIDS, *SPEECH SKILLS, AUTOINSTRUCTIONAL METHODS, BILINGUALISM, EXPERIMENTAL PROGRAMS, LANGUAGE LABORATORIES, SPEED READING.

AN EXPERIMENT TO IMPROVE THE METHOD OF TRAINING INTERPRETERS TO INCREASE SPEED OF TRANSLATION FROM ONE LANGUAGE TO ANOTHER, ONCE THE VOCABULARY BUILDUP HAS BEEN ACCOMPLISHED, INVOLVED THE USE OF THE TACHISTOSCOPE AND THE CONTROLLED READER. MACHINES USED IN SPEED READING COURSES. THIS INNOVATIVE PRACTICE HELPED TRAIN THE INTERPRETERS TO INCREASE CONCENTRATION ABILITY AND REACTION SPEED AND TO RETAIN INCREASINGLY LARGER NUMBERS OF WORDS AND VASTER CONCEPTS. THE MEMBERS OF THE EXPERIMENTAL GROUP, TEACHERS BORN AND SCHOOLED IN GERMANY BUT WHO HAD LIVED MOST OF THEIR ADULT LIVES IN THE U.S., WERE ENCOURAGED TO INCREASE THE SPEED OF THEIR INDIVIDUALLY CONTROLLED FILMSTRIP CONTAINING LISTS OF KEY WORDS AND EXPRESSIONS, BEFORE TAPING THEIR TRANSLATIONS. AS A RESULT OF USING THIS AUTOINSTRUCTIONAL TECHNIQUE, THERE WAS AN AVERAGE 25 PERCENT INCREASE IN TRANSLATION SPEED WITH ALMOST NO LOSS IN ACCURACY. TO ADAPT THIS ESSENTIALLY VISUAL TECHNIQUE MORE EFFECTIVELY TO THE SPECIFIC ORAL NEEDS OF INTERPRETER TRAINING PROGRAMS, APPROPRIATE MATERIALS AND A SPECIALIZED APPROACH MUST BE DEVELOPED. THIS ARTICLE APPEARED IN THE "INTERNATIONAL REVIEW OF APPLIED LINGUISTICS IN LANGUAGE TEACHING," VOLUME 5, NUMBER 2, JULY 1967, PAGES 141-144. (AB)

ED 013 591

FL 000 533

CHASTAIN, KENNETH
LET'S LOOK AT RESEARCH.
AMERICAN ASSN. OF TEACHERS OF SPAN-
ISH AND PORT.

PUB DATE SEP 67

EDRS PRICE MF-\$0.25 HC-\$0.28 5P.

DESCRIPTORS *DISCRIMINANT ANALY-
SIS, *LANGUAGE RESEARCH, *RESEARCH
DESIGN, *RESEARCH NEEDS, *STATISTI-
CAL ANALYSIS, EDUCATIONAL RESEAR-
CHERS, EXPERIMENTS, HYPOTHESIS
TESTING, RESEARCH CRITERIA, RE-
SEARCH METHODOLOGY, STATISTICAL
DATA,

GREATER UNDERSTANDING OF IN-
FERENTIAL STATISTICAL METHODS AND
EXPERIMENTAL DESIGN WOULD ENA-
BLE LANGUAGE TEACHERS TO INTER-
PRET OBJECTIVELY AVAILABLE RE-
SEARCH REPORTS AND HOPEFULLY
WOULD ENCOURAGE MORE EXPERIM-
ENTATION. TO UNDERSTAND THE EXPERI-
MENTAL PROCESS, EDUCATORS MUST
REALIZE THAT ANY EXPERIMENT IS AS
SUCCESSFUL AS THE EXPERIMENTER IS
IN DESIGNING A STUDY ISOMORPHIC TO
THE UNDERLYING MATHEMATICAL AS-
SUMPTIONS AND IN APPLYING STATISTI-
CAL ANALYSIS APPROPRIATE TO THESE
ASSUMPTIONS. A RANDOM SAMPLING IS
A LOGICAL STEP IN ARRIVING AT THE
PROBABILITY VALUES USED IN TESTING
A HYPOTHESIS BECAUSE ITS CONSTANT
AND INDEPENDENT PROBABILITY FAC-
TORS CAN BE COPE WITH IN SIMPLE MA-
THEMATICAL TERMS. WITHOUT AT LEAST
A CURSORY ACQUAINTANCE WITH RE-
SEARCH REPORTING, EXPERIMENTAL
DESIGN, AND STATISTICAL ANALYSIS,
EDUCATORS MIGHT EASILY ACCEPT THE
EXPERIMENTER'S CONCLUSIONS WITH-
OUT ANALYZING THE CONTENT THAT
LED TO THE CONCLUSIONS. NEVERTHE-
LESS, INTELLIGENT APPRAISAL OF THE
LIMITED RESEARCH AVAILABLE RE-
QUIRES A THOROUGH EVALUATION OF
ALL AREAS OF INTERNAL AND EXTER-
NAL VALIDITY. THIS ARTICLE APPEARED
IN "HISPANIA," VOLUME 50, NUMBER 3,
SEPTEMBER 1967, PAGES 496-500. (AB)

ED 013 592

FL 000 570

JAY, CHARLES D. CASTLE, PAT
GUIDELINES FOR EVALUATING FOREIGN
LANGUAGE PROGRAMS.
ILLINOIS STATE OFF. SUPT. PUB. INSTR.,
SPRINGFIELD

EDRS PRICE MF-\$0.25 HC-\$0.60 13P.

DESCRIPTORS *AUDIOLINGUAL METH-
ODS, *GUIDELINES, *LANGUAGE PRO-
GRAMS, *MODERN LANGUAGE CURRICU-
LUM, *PROGRAM EVALUATION, COURSE
OBJECTIVES, CURRICULUM IMPROVEM-
ENT, FLES PROGRAMS, JUNIOR HIGH
SCHOOLS, LANGUAGE LEARNING LEV-
ELS, LANGUAGE SKILLS, LATIN, NDEA
TITLE III, SECONDARY SCHOOLS,

A NEED FOR A STATEMENT OF SIM-
PLIFIED CRITERIA BY WHICH SECONDA-
RY SCHOOLS MAY MEASURE THE EXCEL-
LENCE OF THEIR FOREIGN LANGUAGE
PROGRAMS HAS STIMULATED THE DE-
VELOPMENT OF THESE GUIDELINES, DE-
SIGNATED TO ASSIST IN SETTING UP THE
BEST POSSIBLE AUDIOLINGUALLY-OR-
IENTED CURRICULUM TO MEET THE IN-
DIVIDUAL NEEDS OF SCHOOLS. FOLLOW-
ING AN OUTLINE OF BASIC INFORMATION
ABOUT SEQUENCE OF STUDY, TEXTS AND
MATERIALS, AND ELECTRONIC EQUIPM-
ENT, THE GUIDE LISTS, IN QUESTION-
NAIRE FORM, CRITERIA THAT INDICATE
SUPERIOR FOREIGN LANGUAGE PROG-

RAMS. HIGHLIGHTED IN THE QUESTION-
ING ARE THE AREAS OF (1) GENERAL
METHODOLOGY, (2) FLES, JUNIOR HIGH,
AND BEGINNING AND ADVANCED HIGH
SCHOOL LANGUAGE PROGRAMS, (3) LATIN
PROGRAMS, AND (4) TESTING AND EVA-
LUATION. (AB)

ED 013 593

JC 660 002

HEALTH EDUCATION BY EDUCATIONAL
TELEVISION, A PRELIMINARY EVALUA-
TION, 1964-65 FALL SEMESTER.

SAN MATEO COLL., CALIF.

PUB DATE DEC 65

EDRS PRICE MF-\$0.25 HC-\$2.28 55P.

DESCRIPTORS *HEALTH EDUCATION,
*JUNIOR COLLEGES, *PROGRAM EVALUA-
TION, *STUDENT REACTION, *TELEVIEWED
INSTRUCTION, CALIFORNIA, CLOSED CIR-
CUIT TELEVISION, QUESTIONNAIRES,
SAN MATEO,

TO ASSESS STUDENT OPINION TOWARD
TELEVIEWED INSTRUCTION IN A RE-
QUIRED HEALTH EDUCATION COURSE, A
7-ITEM QUESTIONNAIRE WAS ADMIN-
ISTERED TO 416 STUDENTS AT THE END
OF A TELEVISION COURSE AND TO 213
WHO COMPLETED A LIVE LECTURE
CLASS. TELEVISION SECTIONS, EACH
CONTAINING ABOUT 60 STUDENTS, WERE
MONITORED BY MATURE, COMPETENT
PERSONS WHO RECORDED ATTENDANCE,
MADE ANNOUNCEMENTS, ADMIN-
ISTERED EXAMINATIONS, AND, WHEN
TIME PERMITTED, ANSWERED QUESTI-
ONS. LIVE PRESENTATIONS WERE MADE
TO ONE LARGE GROUP. ONE INSTRUCTOR
PRESENTED BOTH COURSES. THE TELE-
VISION AND LIVE LECTURE GROUPS AP-
PEARED QUITE COMPARABLE IN AGE,
MARITAL STATUS, SEX, AND GRADE AV-
ERAGES. WHILE REACTION TO THE
COURSE WAS FAVORABLE IN BOTH
GROUPS, THE LIVE LECTURE GROUP
REACTED MUCH MORE FAVORABLY.
LACK OF PERSONAL COMMUNICATION
WITH THE INSTRUCTOR WAS THE CHIEF
OBJECTION TO THE TELEVISION COURSE,
ALTHOUGH OVER HALF OF THE TELEVI-
SION STUDENTS SAID THEY WOULD BE
WILLING TO ENROLL IN FUTURE COUR-
SES OF THIS TYPE. THE AUTHORS CON-
CLUDED THAT TELEVIEWED INSTRUCTION
HAS EXCELLENT POSSIBILITIES OF AC-
CEPTANCE, ESPECIALLY IF COMBINED
WITH DISCUSSION SESSIONS. APPENDED
ARE DESCRIPTIONS OF THE STUDENT
GROUPS AND DETAILED ANALYSES OF
THE RESPONSES TO EACH QUESTION. (WO)

ED 013 594

JC 660 005

GUIDELINES FOR JUNIOR COLLEGE FOR-
EIGN LANGUAGE INSTRUCTORS IN CALIF-
ORNIA.

CALIFORNIA STATE DEPT. OF EDUCAT-

ION, SACRAMENTO

PUB DATE SEP 65

EDRS PRICE MF-\$0.25 HC-\$1.08 25P.

DESCRIPTORS *ARTICULATION (PRO-
GRAM), *JUNIOR COLLEGES, *LANGUAGE
AIDS, *LANGUAGE INSTRUCTION, CALIF-
ORNIA, CURRICULUM DEVELOPMENT,
LANGUAGE, LANGUAGE GUIDES, LANGU-
AGE LABORATORIES,

A COMMITTEE OF 15 JUNIOR COLLEGE
FOREIGN LANGUAGE TEACHERS AND
STATE DEPARTMENT OF EDUCATION RE-
PRESENTATIVES FORMULATED GUIDE-
LINES FOR TEACHING OF LANGUAGES IN
JUNIOR COLLEGES. TWO OBJECTIVES OF
LANGUAGE INSTRUCTION ARE ACQUISI-
TION OF PRACTICAL SKILLS AND THE
HUMANISTIC EXPERIENCE OF LANGU-

AGE LEARNING. THE JUNIOR COLLEGE
SHOULD PROVIDE (1) BEGINNING COUR-
SES IN SEVERAL LANGUAGES, (2) COURSES
FOR STUDENTS ALREADY PROFICIENT IN
A LANGUAGE, (3) PROGRAMS TO MEET
SPECIAL COMMUNITY NEEDS, (4) LIBRA-
RY COLLECTIONS OF BOOKS AND RE-
CORDINGS IN FOREIGN LANGUAGES, (5)
REFERENCE MATERIALS WRITTEN IN
FOREIGN LANGUAGES, (6) LECTURES IN
FOREIGN LANGUAGES, AND (7) OPPOR-
TUNITIES FOR TRAVEL AND STUDY
ABROAD. BY USE OF SUCH DEVICES AS
STANDARDIZED TESTS, ORAL TESTS, AND
INTERVIEWS, THE COLLEGE SHOULD BE
ABLE TO PLACE THE ENTERING STU-
DENT IN THE INSTRUCTIONAL STAGE AP-
PROPRIATE FOR HIM. ARTICULATION
AMONG ALL LEVELS, WHICH IS NECES-
SARY WITH RESPECT TO CONTENT,
PLACEMENT, AND CREDIT, WILL ENABLE
THE STUDENT TO MAKE CONTINUOUS
PROGRESS IN FOREIGN LANGUAGE
LEARNING THROUGHOUT HIS EDUCATION-
AL CAREER. THE COMMITTEE RECOM-
MENDS (1) SCHEDULING OF ELEMENTA-
RY CLASSES FOR ONE HOUR DAILY, WITH
ADEQUATE LABORATORY, (2) MAXIMUM
CLASS SIZE OF 25, (3) COMPLETE PRO-
GRAMS OF AT LEAST FOUR SEMESTERS,
WITH PROVISION FOR MORE ADVANCED
WORK AS NEEDED, AND (4) SEPARATION
OF COURSE LEVELS, WITHOUT COMBIN-
ING TWO CLASS LEVELS INTO ONE GROUP.
(WO)

ED 013 595

JC 660 034

INSTRUCTIONAL LOAD STUDY.

FOOTHILL COLL., LOS ALTOS, CALIF.

PUB DATE 01 MAR 66

EDRS PRICE MF-\$0.25 HC-\$0.88 20P.

DESCRIPTORS *CLASS SIZE, *JUNIOR
COLLEGES, *STUDENT TEACHER RATIO,
*TEACHING LOAD,

FACULTY INSTRUCTIONAL LOADS AT
FOOTHILL COLLEGE ARE COMPUTED BY
MEANS OF A FORMULA WHICH INCLUDES
(1) TIME SPENT IN CLASSES, (2) TIME FOR
PREPARATION AND EVALUATION OF
TEACHING MATERIALS FOR EACH DIF-
FERENT PREPARATION, (3) DUPLICATE
PREPARATIONS, (4) ACTIVITY OR QUIZ
SECTIONS, (5) CLASS SIZE, AND (6) FACU-
LTY-STUDENT CONTACTS OUTSIDE OF THE
CLASSROOM SITUATION. APPLICATION
OF THE FORMULA, HOUR MEASURE, RE-
SULTS IN WIDE VARIATIONS IN COMPUT-
ED LOAD AMONG DEPARTMENTS AND IN-
DIVIDUAL INSTRUCTORS. QUESTIONS
RAISED BY THE STUDY INVOLVE (1)
METHODS OF ACCOUNTING FOR NONIN-
STRUCTIONAL ACTIVITIES, (2) PREVEN-
TION OF OVERLOAD, ESPECIALLY AMONG
NEW INSTRUCTORS, (3) USE OF UNDER-
LOADED INSTRUCTORS ON SPECIAL PRO-
JECTS, (4) EQUATING OF LABORATORY
AND LECTURE COURSES, (5) EVALUATION
OF COURSES REQUIRING MUCH INDIV-
IDUAL STUDENT CONTACT, (6) EQUATING
OF LARGE AND SMALL CLASSES, AND (7)
EVALUATION OF READER AND ASSIST-
ANT SERVICES. TABLES SHOW DETAILS
OF THE LOAD SURVEY FOR INSTRUC-
TIONAL DIVISIONS, FOR INDIVIDUAL FACU-
LTY MEMBERS, AND IN COMPARISON
WITH SELECTED COLLEGES. (WO)

ED 013 596

JC 660 064

MORRISON, JAMES

INTERNATIONAL EDUCATION AND THE JU-
NIOR COLLEGE, 1966, PROCEEDINGS OF A
CONFERENCE SPONSORED BY THE SUB-
COMMITTEE ON INTERNATIONAL EDUCA-

TION OF THE COMMISSION ON ADMINISTRATION, AAJC (ST. LOUIS FEBRUARY 28, 1966). FLORIDA UNIV., GAINESVILLE
FLORIDA ST. UNIV., TALLAHASSEE
PUB DATE 28 FEB 66

EDRS PRICE MF-00.25 HC-01.00 25P.

DESCRIPTORS *FOREIGN STUDENTS, *JUNIOR COLLEGES, *STUDENT EXCHANGE PROGRAMS, HOUSING DISCRIMINATION, INTERNATIONAL EDUCATION, LANGUAGE HANDICAPS,

SUMMARIES OF PRESENTATIONS BY REPRESENTATIVES OF JUNIOR COLLEGES AND OTHER AGENCIES PROVIDE INFORMATION ABOUT VARIOUS ASPECTS OF INTERNATIONAL EDUCATION AND PROGRAMS FOR FOREIGN STUDENTS IN AMERICAN JUNIOR COLLEGES. A RESEARCH REPORT DESCRIBES PROBLEMS OF FOREIGN STUDENTS IN SUCH PROGRAMS—(1) LACK OF ADEQUATE ORIENTATION OF QUALIFIED FOREIGN STUDENT ADVISORS, (2) HOUSING, (3) FINANCES, (4) PREJUDICE, AND (5) "CULTURE SHOCK". THE STUDENTS IN THE SURVEY WERE GENERALLY PLEASED WITH THEIR CLASS AND INSTRUCTIONAL EXPERIENCES. FOUR JUNIOR COLLEGE PROGRAMS FOR FOREIGN STUDENTS ARE DESCRIBED, WITH ONE PROGRAM OF PREPARATION FOR AMERICAN STUDENTS TO SPEND A YEAR ABROAD. ESSENTIAL FEATURES OF EFFECTIVE INTERNATIONAL EDUCATION PROGRAMS ARE DISCUSSED AND THE WORK OF AGENCIES TO ASSIST COLLEGES IN THIS FIELD IS DESCRIBED. (WO)

ED 013 597

JC 660 067

JOHNSTON, ARCHIE BRECKENRIDGE
PRIVATE JUNIOR COLLEGE ADMINISTRATORS—AN ANALYSIS OF THEIR BACKGROUNDS AND A TWELVE-YEAR PREDICTION OF FUTURE NEEDS.
FLORIDA ST. UNIV., TALLAHASSEE
PUB DATE APR 65

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *ADMINISTRATIVE PERSONNEL, *JUNIOR COLLEGES, *PERSONNEL NEEDS, *PERSONNEL SELECTION, *PRIVATE SCHOOLS, ADMINISTRATOR BACKGROUND, ADMINISTRATOR QUALIFICATIONS, RECRUITMENT.

QUESTIONNAIRE RETURNS FROM ADMINISTRATORS IN 167 PRIVATE JUNIOR COLLEGES WERE THE BASIS FOR PROJECTIONS OF NATIONAL NEEDS FOR PRIVATE JUNIOR COLLEGE ADMINISTRATORS, 1963-75. FOR THIS PERIOD 1,077 KEY ADMINISTRATIVE VACANCIES (352 PRESIDENTS, 324 ACADEMIC DEANS, 281 BUSINESS MANAGERS, AND 120 STUDENT PERSONNEL DEANS) WERE PREDICTED. PRESIDENTS AND DEANS WERE EXPECTED TO REACH THEIR POSITIONS LARGELY THROUGH PROMOTION OR MOVEMENT FROM ONE COLLEGE TO A HIGHER POSITION IN ANOTHER. AT THE TIME OF THE STUDY, OVER HALF OF THE ADMINISTRATORS WERE OVER 53 YEARS OF AGE, LESS THAN 22 PERCENT HAD DOCTORAL DEGREES, 61 PERCENT HAD MASTER'S DEGREES, AND ALMOST 26 PERCENT HAD NO GRADUATE DEGREES. TURNOVER IN INDEPENDENT COLLEGES WAS LESS COMMON THAN IN CHURCH-RELATED INSTITUTIONS, AND ADMINISTRATORS WHO CHANGED COLLEGES TENDED TO REMAIN WITHIN ONE GEOGRAPHICAL AREA. THE AUTHOR CONCLUDED THAT THE EDUCATIONAL BACKGROUND OF PRIVATE JUNIOR COLLEGE ADMINISTRATORS WAS LOWER THAN SHOULD BE EXPECTED AND THAT THE PRIVATE COL-

LEGES FACED GREAT DIFFICULTY IN COMPETING WITH OTHER INSTITUTIONS, BUSINESS, AND INDUSTRY FOR HIGH LEVEL ADMINISTRATORS. TABLES PRESENT DETAILS OF THE FINDINGS ARRANGED BY POSITIONS, BACKGROUND OF PERSONNEL, AND TYPES OF INSTITUTIONS. THIS DISSERTATION IS AVAILABLE AS NO. 65-9408 FOR \$3.25 (MICROFILM) OR \$14.65 (XEROGRAPHIC COPY) FROM UNIVERSITY MICROFILMS, INC., 313 NORTH FIRST STREET, ANN ARBOR, MICHIGAN 48107. (WO)

ED 013 598

JC 660 081

THE ILLINOIS JUNIOR COLLEGE SYSTEM.
ILLINOIS STATE CHAMBER OF COMMERCE, CHICAGO
PUB DATE 66

EDRS PRICE MF-00.25 HC-00.72 16P.

DESCRIPTORS *JUNIOR COLLEGES, COLLEGE PLANNING, CURRICULUM, EDUCATIONAL FINANCE, EDUCATIONAL LEGISLATION, EDUCATIONAL PLANNING, EDUCATIONAL RESOURCES, GOVERNANCE, ILLINOIS, MASTER PLANS, STATE PROGRAMS, TUITION.

LIKE THE BOARDS FOR THE OTHER SEGMENTS OF ILLINOIS PUBLIC HIGHER EDUCATION, THE STATE JUNIOR COLLEGE BOARD OPERATES WITHIN THE JURISDICTION OF THE ILLINOIS BOARD OF HIGHER EDUCATION AND IS RESPONSIBLE FOR (1) FEASIBILITY STUDIES FOR PROPOSED INSTITUTIONS OR FOR UPGRADING ALREADY EXISTING COLLEGES, (2) CREATION OF NEW DISTRICTS AND ANNEXATION OF TERRITORY, (3) ALLOCATION OF STATE AID AND ADMINISTRATION OF FEDERAL FUNDS, (4) DETERMINATION OF STANDARDS FOR ESTABLISHMENT, LOCATION, AND MAINTENANCE OF JUNIOR COLLEGES, AND (5) COOPERATION WITH JUNIOR COLLEGES IN CONTINUING STUDIES FOR BETTERMENT OF THE PROGRAM. CLASS I (STATE SYSTEM) JUNIOR COLLEGES MUST (1) SERVE A CONTIGUOUS AND COMPACT TERRITORY NOT INCLUDED IN AN EXISTING JUNIOR COLLEGE DISTRICT, (2) HAVE A MINIMUM EQUALIZED ASSESSED VALUATION OF \$75 MILLION, (3) HAVE IN THE DISTRICT AT LEAST 30,000 PEOPLE, (4) HAVE A PROJECTED ENROLLMENT OF AT LEAST 1,000 FULL-TIME STUDENTS, AND (5) PROVIDE A COMPREHENSIVE PROGRAM OF LIBERAL ARTS AND SCIENCES, GENERAL EDUCATION, ADULT EDUCATION, AND OCCUPATIONAL EDUCATION. FINANCIAL SUPPORT INCLUDES A \$100,000 INITIAL GRANT FROM THE STATE, LOCAL PROPERTY TAXES, APPORTIONMENT BASED ON A PER STUDENT-CREDIT-HOUR ALLOWANCE, STUDENT TUITION FEES, AND STATE ASSISTANCE IN CAPITAL PROJECTS. A HISTORY AND REVIEW OF THE PROGRAM'S CURRENT STATUS ARE INCLUDED. (WO)

ED 013 599

JC 660 088

RICHARDS, JAMES M. AND OTHERS
A DESCRIPTION OF JUNIOR COLLEGES.
AMERICAN COLLEGE TESTING PROGRAM,
IOWA CITY, IOWA
REPORT NUMBER ACT-RR-JUL-1965-NO-5
PUB DATE JUL 65

EDRS PRICE MF-00.25 HC-01.92 46P.

DESCRIPTORS *COLLEGE ENVIRONMENT, *INSTITUTIONAL ENVIRONMENT, *JUNIOR COLLEGES, FACTOR ANALYSIS, STATISTICAL ANALYSIS, STUDENT CHARACTERISTICS, TEACHER CHARACTERISTICS,

FROM INFORMATION GIVEN TO THE AMERICAN ASSOCIATION OF JUNIOR COLLEGES BY 581 COLLEGES, 36 VARIABLES WERE IDENTIFIED IN THE AREAS OF TYPE OF CONTROL, CURRICULAR EMPHASIS, FINANCIAL CHARACTERISTICS, AND MISCELLANEOUS CHARACTERISTICS. AFTER THE COMPUTATION OF INTERCORRELATIONS AMONG THESE VARIABLES, FACTORING OF THE RESULTANT CORRELATION MATRIX PRODUCED 12 FACTORS, SIX OF WHICH WERE ROTATED TO A FINAL SOLUTION—(1) CULTURAL AFFLUENCE, (2) TECHNOLOGICAL SPECIALIZATION, (3) SIZE, (4) AGE, (5) TRANSFER EMPHASIS, AND (6) BUSINESS ORIENTATION. LACK OF CONGRUENCE OF THESE FACTORS WITH THOSE DEVELOPED IN AN EARLIER STUDY OF 4-YEAR COLLEGES INDICATES THAT DIFFERENCES DO EXIST BETWEEN THE TWO TYPES OF INSTITUTIONS. USE OF THESE FACTORS ENABLES THE ASSESSMENT OF JUNIOR COLLEGE ENVIRONMENTS IN TERMS OF THEIR EFFECTS ON STUDENT ACCOMPLISHMENT AND GROWTH. DESCRIPTIONS OF THE FACTORS AND SCORES OF EACH COLLEGE IN THE STUDY ARE INCLUDED. (WO)

ED 013 600

JC 660 106

WARBURTON, T. STANLEY LOMBARDI, JOHN
THE EXPANDED USE OF DATA PROCESSING EQUIPMENT IN THE LOS ANGELES COLLEGES, AN INFORMATIONAL REPORT OF THE DIVISION OF COLLEGE AND ADULT EDUCATION, LOS ANGELES CITY SCHOOLS, LOS ANGELES CITY SCHOOLS, CALIF.
PUB DATE 28 APR 66

EDRS PRICE MF-00.25 HC-01.36 32P.

DESCRIPTORS *DATA PROCESSING, *EQUIPMENT UTILIZATION, *INFORMATION SYSTEMS, *JUNIOR COLLEGES, *PROGRAM COSTS, CALIFORNIA, COMPUTER BASED LABORATORIES, EQUIPMENT, INFORMATION PROCESSING, INSTRUCTION, LOS ANGELES, MULTICAMPUS DISTRICTS,

A STUDY OF THE POTENTIAL APPLICATIONS OF DATA PROCESSING EQUIPMENT AND SERVICES IN THIS MULTICAMPUS DISTRICT SHOWED THAT USES COULD BE DIVIDED INTO THREE CLASSES—(1) ADMINISTRATION AND SERVICES, INCLUDING DECISION MAKING, PROCESSING, COMMUNICATING, AND SUMMARIZING, (2) DIRECT AND INDIRECT SERVICES TO FACULTY MEMBERS, AND (3) INSTRUCTION. TO PROVIDE FOR THESE APPLICATIONS, A PLAN IS OUTLINED WHICH PROVIDES FOR (1) AN INFORMATION AND SERVICES UNIT AT EACH COLLEGE, INCLUDING A SMALL TO MEDIUM SIZE COMPUTER EQUIPPED WITH DIRECT ACCESS STORAGE DEVICES AND REMOTE INQUIRY TERMINALS, (2) AN INSTRUCTIONAL LABORATORY UNIT AT EACH COLLEGE, AND (3) A CENTRAL COORDINATING UNIT, CONSISTING OF A STAFF OF TECHNICALLY TRAINED CLASSIFIED EMPLOYEES TO PROVIDE SUPPORT FOR THE OPERATIONS AT THE INDIVIDUAL COLLEGES. FINANCIAL CONSIDERATIONS, BUDGETARY PROPOSALS, AND INSTALLATION SCHEDULES ARE PRESENTED. (WO)

ED 013 601

JC 660 167

MUCK, STEVEN J. UNDEM, JAN
AN ANALYSIS OF THE RECORDS OF STUDENTS ENTERING EL CAMINO COLLEGE ON PROBATION FROM OTHER INSTITUTIONS OF HIGHER LEARNING.

EL CAMINO COLL., CALIF.
REPORT NUMBER ECC-RR-65-1
PUB DATE 07 JAN 65

EDRS PRICE MF-\$0.25 HC-\$1.40 33P.

DESCRIPTORS *ACADEMIC ACHIEVEMENT, *ACADEMIC PROBATION, *JUNIOR COLLEGES, *LOW ACHIEVERS, *TRANSFER STUDENTS, CALIFORNIA, EL CAMINO, INCOMING TRANSFER STUDENTS.

BETWEEN 1959 AND 1963, 351 TRANSFER STUDENTS ENTERING EL CAMINO COLLEGE WERE IN A PROBATIONARY STATUS BECAUSE OF UNSATISFACTORY GRADES EARNED AT THEIR PREVIOUS INSTITUTIONS. OF THIS GROUP, 55 PERCENT WERE LATER SUCCESSFUL (REMOVED THEMSELVES FROM PROBATIONARY STATUS). MORE THAN 70 PERCENT OF THOSE TRANSFERRING FROM 4-YEAR INSTITUTIONS AND 33 PERCENT OF THOSE TRANSFERRING FROM OTHER JUNIOR COLLEGES WERE SUCCESSFUL. FEW OF THESE STUDENTS RECEIVED ASSOCIATE DEGREES. AGE APPEARED TO BE UNRELATED TO DEGREE OF SUCCESS. THESE PROBATIONARY STUDENTS MET GREATER SUCCESS IN SUMMER SESSIONS THAN IN REGULAR SEMESTERS. NO RELATIONSHIP WAS OBSERVED BETWEEN DEGREE OF SUCCESS AND A WAITING PERIOD BEFORE ADMISSION TO EL CAMINO COLLEGE. REDUCTION OF STUDY LOAD AFTER TRANSFER APPEARED RELATED TO FAILURE TO ACHIEVE REGULAR STATUS. THE AUTHORS CONCLUDED THAT THROUGH FLEXIBLE POLICIES AND PROCEDURES THE COLLEGE WAS PROVIDING AN IMPORTANT "SALVAGE" FUNCTION AND RECOMMENDED CONTINUATION OF CURRENT PRACTICES WITH REGULAR EVALUATION. A REVIEW OF LITERATURE IN THE FIELD, A BIBLIOGRAPHY, AND A COPY OF THE COLLEGE'S POLICIES AND RULES FOR ACADEMIC PROBATION ARE INCLUDED. (WO)

ED 013 602 JC 660 187
WIENS, JACOB H.
PLANNING FOR INSTRUCTIONAL TELEVISION.

SAN MATEO COLL., CALIF.
PUB DATE 10 JAN 66

EDRS PRICE MF-\$0.25 HC-\$1.54 39P.

DESCRIPTORS *EDUCATIONAL TELEVISION, *INSTRUCTIONAL TELEVISION, *JUNIOR COLLEGES, *PLANNING, *TELEVISION RESEARCH, INSTRUCTIONAL TECHNOLOGY, OPEN CIRCUIT TELEVISION, TELEVISION.

EXPERIENCES OF THREE JUNIOR COLLEGES WERE THE BASIS FOR THIS SUMMARY OF (1) PROCEDURES FOR ACQUIRING A TELEVISION CHANNEL, (2) METHODS OF SETTING UP AND FINANCING A STATION, AND (3) PROGRAMS SUITABLE FOR A DISTRICT OWNED STATION. THE COMPLEXITIES OF ACQUIRING A CHANNEL ASSIGNMENT ARE DESCRIBED IN DETAIL, INCLUDING THE FUNCTIONS OF LAWYERS AND ENGINEERS OFTEN NEEDED IN FCC HEARINGS. ATTENTION IS GIVEN TO CONSTRUCTION PERMITS, OWNERSHIP REPORTS, EQUIPMENT TESTS, PROGRAM TESTS, TIME OF OPERATION, LICENSE RENEWALS, AND FINANCING (INCLUDING FEDERAL AID, COMMUNITY SERVICES TAXES, SALE OF TIME AND SERVICES TO OTHER SCHOOL DISTRICTS, AND APPORTIONMENT OF STATE FUNDS FOR REGULAR CLASS ATTENDANCE). BECAUSE OF THE DEMAND FOR ASSIGNMENT OF AVAILABLE CHANNELS FOR COMMERCIAL ACTIVITIES, THE AUTHOR URGES INTERESTED EDUCATORS TO

APPLY EARLY FOR CHANNELS AND TO BEGIN EARLY PLANNING OF THE USE OF TELEVISION FACILITIES. (WO)

ED 013 603 JC 660 216
MOONEY, WILLIAM T.

STUDENT SUCCESS IN BEGINNING CHEMISTRY (CHEMISTRY 3) AT EL CAMINO COLLEGE, 1964-65.

EL CAMINO COLL., CALIF.

PUB DATE 17 AUG 65

EDRS PRICE MF-\$0.25 HC-\$0.72 16P.

DESCRIPTORS *CHEMISTRY, *CURRICULUM DEVELOPMENT, *CURRICULUM EVALUATION, *JUNIOR COLLEGES, ACADEMIC ACHIEVEMENT, CALIFORNIA, CURRICULUM, INSTRUCTIONAL MATERIALS, SCIENCE CURRICULUM, STUDENT CHARACTERISTICS, TORRANCE.

THE PURPOSE OF THE STUDY WAS TO DETERMINE THE RELATIONSHIP BETWEEN STUDENTS' ACHIEVEMENT ON BEGINNING CHEMISTRY AND THEIR BACKGROUND PRIOR TO ENROLLMENT IN THE COURSE. OF THE 609 STUDENTS ENROLLED IN BEGINNING CHEMISTRY IN THE 1964-65 ACADEMIC YEAR, 45 PERCENT RECEIVED GRADES OF A, B, OR C. OF THE GROUP STUDIED, 23 PERCENT WERE REPEATING THE COURSE, AND 58 PERCENT HAD COMPLETED HIGH SCHOOL CHEMISTRY. GROUPS IN WHICH OVER HALF OF THE STUDENTS SUCCEEDED WERE (1) THOSE WHO HAD COMPLETED A YEAR OF HIGH SCHOOL CHEMISTRY, (2) THOSE REPEATING A COLLEGE CHEMISTRY COURSE, (3) THOSE WHO HAD COMPLETED MATHEMATICS THROUGH TRIGONOMETRY BEFORE THE CHEMISTRY COURSE, (4) THOSE WHO WERE ENROLLED FOR 12 TO 15 UNITS OF CREDIT, AND (5) THOSE WITH THREE OR MORE POINTS ON THE COLLEGE'S CHEMISTRY PLACEMENT TEST. LACK OF SUCCESS WAS NOTED AMONG THOSE WHO (1) HAD NO PREVIOUS CHEMISTRY EXPERIENCE, (2) RECEIVED TWO OR FEWER POINTS ON THE PLACEMENT TEST, (3) WERE ENROLLED IN FROM NINE TO 11 UNITS, AND (4) HAD NOT COMPLETED OR WERE NOT ENROLLED CONCURRENTLY IN TRIGONOMETRY. THESE FINDINGS LED TO RECOMMENDATIONS THAT (1) A NEW COURSE BE ESTABLISHED FOR THOSE WITH NO PREVIOUS CHEMISTRY, (2) STUDY LOADS OF CERTAIN STUDENTS SHOULD BE LIMITED, AND (3) CHANGES SHOULD BE MADE IN THE PREREQUISITES FOR THE CHEMISTRY PROGRAM AT THE COLLEGE. DETAILS OF SEVERAL RECOMMENDED PLANS, TABLES OF FINDINGS, AND COMPARISONS OF BEGINNING CHEMISTRY GRADES WITH THOSE EARNED IN LATER COURSES ARE INCLUDED. (WO)

ED 013 604 JC 660 224

WEINGARTEN, SAMUEL AND OTHERS
ENGLISH IN THE TWO-YEAR COLLEGE-REPORT OF A JOINT COMMITTEE OF THE NATIONAL COUNCIL OF TEACHERS OF ENGLISH AND THE CONFERENCE ON COLLEGE COMPOSITION AND COMMUNICATION.

NATIONAL COUNCIL OF TEACHERS OF ENGLISH

PUB DATE 65

EDRS PRICE MF-\$0.50 HC-\$5.12 126P.

DESCRIPTORS *COMPOSITION (LITERARY), *ENGLISH CURRICULUM, *ENGLISH INSTRUCTION, *JUNIOR COLLEGES, *LITERATURE, *TEACHER EDUCATION, *TEACHER QUALIFICATIONS, TEACHERS,

THIS REPORT OF A NATIONAL SURVEY OF ENGLISH PROGRAMS IN 2-YEAR COLLEGES IS BASED ON INFORMATION RECEIVED FROM 239 INSTITUTIONAL SOURCES, 187 DEPARTMENT CHAIRMEN, AND 292 TEACHERS. ATTENTION IS GIVEN TO (1) THE NATURE OF THE PROGRAM, INCLUDING SCOPE, TEACHING LOAD, CLASS SIZE, STATUS OF DEPARTMENT CHAIRMAN, AND RECRUITMENT OF TEACHERS, (2) ENGLISH REQUIREMENTS FOR GRADUATION, (3) PLACEMENT OF STUDENTS IN COMPOSITION COURSES, (4) THE NATURE OF THE REGULAR ENGLISH COMPOSITION COURSE, (5) REMEDIAL ENGLISH COURSES, (6) HONORS COURSES, AND TEACHERS' PROFESSIONAL QUALIFICATIONS. PROBLEMS ARE IDENTIFIED IN SUCH AREAS AS (1) EFFECTS OF THE "OPEN DOOR" POLICY, (2) NECESSITY FOR REMEDIAL PROGRAMS, (3) MAINTENANCE OF STANDARDS, (4) MOTIVATION, (5) CLASS SIZE AND TEACHER LOAD, (6) TEACHER ATTITUDES AND PROFESSIONAL QUALIFICATIONS, AND (7) ARTICULATION. THE AUTHORS' RECOMMENDATIONS INCLUDE (1) ORGANIZED PROGRAMS OF SELF-IMPROVEMENT FOR ENGLISH TEACHERS, (2) ESTABLISHMENT OF EXPERIMENTAL CENTERS FOR IMPROVEMENT OF REMEDIAL COURSES, (3) ESTABLISHMENT OF GRADUATE COURSES IN THE TEACHING OF REMEDIAL ENGLISH, (4) WORKSHOPS FOR DEVELOPMENT OF TERMINAL ENGLISH COURSES, (5) IMPROVED RELATIONS BETWEEN SCHOOLS OF EDUCATION AND ENGLISH DEPARTMENTS, AND (6) IMPROVEMENT OF THE TEACHER TRAINING PROGRAM. A BIBLIOGRAPHY IS INCLUDED. (WO)

ED 013 605 JC 660 356
GOODALE, EUNICE C. WEISZ, VERA C.

ASSISTANT TEACHERS AND TEACHERS' AIDES-TRAINING AND ROLES OF AUXILIARY PERSONNEL FOR EARLY CHILDHOOD EDUCATION PROGRAMS.

GARLAND JUNIOR COLL., BOSTON, MASS.

PUB DATE 66

EDRS PRICE MF-\$0.25 HC-\$0.48 10P.

DESCRIPTORS *JUNIOR COLLEGES, *PRESERVICE EDUCATION, *TEACHER AIDES, *TRAINING, BOSTON, MASSACHUSETTS, SPECIAL PROGRAMS.

THE ROLE OF THE TEACHER'S AIDE IN THE CLASSROOM HAS OFTEN BEEN DEFINED AS THAT OF A HELPER WITH ROUTINE DUTIES. WHEN PROPERLY PREPARED, HOWEVER, SUCH AUXILIARY PERSONNEL CAN ACTIVELY PARTICIPATE IN THE TEACHING-LEARNING SITUATION. THE TEACHER ASSISTANT PERFORMS MANY OF THE SAME DUTIES AS THE HEAD TEACHER BUT IS NOT RESPONSIBLE FOR THE OVERALL PROGRAM. THE TEACHER AIDE ASSISTS IN THE PERFORMANCE OF THE TEACHER'S DUTIES. THE TEACHER AIDE OR ASSISTANT SHOULD HAVE SKILLS APPROPRIATE TO HER FUNCTION, SENSITIVITY IN HUMAN RELATIONSHIPS, AND AN UNDERSTANDING OF GROUP DYNAMICS. TRAINING PROGRAMS SHOULD INCLUDE CAREFULLY COORDINATED SEQUENCES OF STUDENT TEACHING, CLASSWORK, SEMINARS FOR FEEDBACK AND DISCUSSION, AND INDIVIDUAL COUNSELING. INTENSIVE PRESERVICE TRAINING OF THE AIDE WILL STRENGTHEN THE ENTIRE EDUCATIVE PROCESS, AND THE ASSISTANT WHO HAS COMPLETED A 2-YEAR DEGREE PROGRAM WILL FREE THE TEACHER FOR DEVELOPMENT OF TECHNIQUES, MATERIALS, AND INNOVATIVE METHODS. THE

AUTHORS OUTLINE PROPOSED JOB DESCRIPTIONS, SELECTION PROCESSES, DESIRABLE PERSONAL QUALITIES, AND TRAINING PROGRAMS FOR BOTH TYPES OF POSITIONS. (WO)

ED 013 606 JC 660 465

JOHNSON, BYRON LAMAR
NEW DIRECTIONS FOR INSTRUCTION IN THE JUNIOR COLLEGE, A REPORT OF A NATIONAL CONFERENCE SPONSORED BY UCLA, AAJC, AND THE ACCREDITING COMMISSION FOR JUNIOR COLLEGES OF THE WESTERN ASSN. OF SCHOOLS AND COLLEGES (JULY 15-17, 1964). (TITLE SUPPLIED). CALIFORNIA UNIV., LOS ANGELES
REPORT NUMBER UCLA-JCLP-OR-7
PUB DATE MAR 65
EDRS PRICE MF-\$0.50 HC-\$4.80 118P.

DESCRIPTORS *CONFERENCE REPORTS, *INSTRUCTIONAL IMPROVEMENT, *INSTRUCTIONAL INNOVATION, *JUNIOR COLLEGES, CLOSED CIRCUIT TELEVISION, EDUCATIONAL TELEVISION, EXPERIMENTAL PROGRAMS, EXPERIMENTAL SCHOOLS, HIGHER EDUCATION, OPEN CIRCUIT TELEVISION, PROGRAMED INSTRUCTION.

THIS CONFERENCE REPORT INCLUDES THE TEXTS OF 21 PAPERS ON TOPICS IN THE AREAS OF (1) IMPROVEMENT OF THE QUALITY OF INSTRUCTION IN HIGHER EDUCATION, (2) PREPARATION OF JUNIOR COLLEGE FACULTY, (3) EXPERIMENTAL COLLEGES, (4) PROGRAMMED INSTRUCTION, (5) TELEVISED INSTRUCTION, (6) STUDY SKILLS CENTERS, AND (7) CO-OPERATIVE INTERCOLLEGIATE PROGRAMS. (WO)

ED 013 607 JC 670 030

OGILVIE, WILLIAM K.
ABSTRACTS OF GRADUATE STUDIES ON THE COMMUNITY (JUNIOR) COLLEGE, 1961-66.

NORTHERN ILLINOIS UNIV., DE KAUB
PUB DATE OCT 66

EDRS PRICE MF-\$0.50 HC-\$3.40 83P.

DESCRIPTORS *ABSTRACTS, *ANNOTATED BIBLIOGRAPHIES, *JUNIOR COLLEGES, *MASTERS THESES, DEKALB, ILL., NORTHERN ILLINOIS UNIVERSITY.

ABSTRACTS OF 21 MASTERS DEGREE THESES ABOUT THE JUNIOR COLLEGE ARE PRESENTED IN THE FOLLOWING FORM-(1) STATEMENT OF THE PROBLEM, (2) PROCEDURAL METHODS, AND (3) SUMMARY OF SIGNIFICANT FINDINGS. (WO)

ED 013 608 JC 670 036

MERLO, FRANK P. WALLING, W. DONALD
GUIDE FOR PLANNING COMMUNITY COLLEGE FACILITIES.

RUTGERS, THE STATE UNIV., NEW BRUNSWICK, N.J.

PUB DATE 64

EDRS PRICE MF-\$0.50 HC-\$3.16 77P.

DESCRIPTORS *COLLEGE PLANNING, *EDUCATIONAL FACILITIES, *GUIDELINES, *JUNIOR COLLEGES, *SCHOOL DESIGN, COLLEGE BUILDINGS.

DISCUSSION OF THE PLACE OF PLANNING IN THE DEVELOPMENT OF AN EDUCATIONAL ENVIRONMENT IS FOLLOWED BY CONSIDERATION OF FACTORS RELATED TO SITE (LOCATION, SIZE, MASTER PLANNING, PHYSICAL PROPERTIES, SHAPE, ZONING, PARKING, LIGHTING, ROADS AND WALKS), BUILDINGS (THE BASIC BUILDINGS, CALCULATION OF SPACE NEEDS, STUDENT CAPACITIES,

LOCATION ON THE SITE, TRAFFIC PROBLEMS, INNER SPACE DESIGN, EQUIPMENT AND SPECIAL FACILITIES), GENERAL PURPOSE INSTRUCTIONAL AREAS (SURFACES, SEATING, SEMINAR ROOMS, UTILIZATION, NUMBER OF ROOMS, AND SPECIAL CONSIDERATIONS), AND SPECIAL PURPOSE FACILITIES (INSTRUCTIONAL AREAS, ADMINISTRATIVE FACILITIES, STUDENT PERSONNEL FACILITIES, FACULTY AREAS, HEALTH FACILITIES, BOOKSTORE AND LIBRARY). A 356-ITEM CHECKLIST IS INCLUDED AS A SUPPLEMENT. THIS DOCUMENT IS AVAILABLE FOR \$2.90 FROM DIVISION OF FIELD STUDIES AND RESEARCH, GRADUATE SCHOOL OF EDUCATION, RUTGERS-THE STATE UNIVERSITY, NEW BRUNSWICK, N.J. (WO)

ED 013 609 JC 670 064

SHORE, MILTON F. LEIMAN, ALAN H.
PARENTAL PERCEPTIONS OF THE STUDENT AS RELATED TO ACADEMIC ACHIEVEMENT IN JUNIOR COLLEGE.

PUB DATE 65

EDRS PRICE MF-\$0.25 HC-\$0.28 5P.

DESCRIPTORS *ACADEMIC PERFORMANCE, *JUNIOR COLLEGES, *PARENT ATTITUDES, *PARENT INFLUENCE, ACHIEVEMENT, LEICESTER JUNIOR COLLEGE, MASSACHUSETTS, PARENT CHILD RELATIONSHIP, UNDERACHIEVERS.

RESPONSES OF PARENTS TO AN OPEN-ENDED QUESTIONNAIRE COMPLETED AT THE TIME OF THEIR SONS' ADMISSION TO LEICESTER JUNIOR COLLEGE WERE EVALUATED IN TERMS OF FIVE HYPOTHESES CONCERNING THE RELATIONSHIP OF PARENTAL PERCEPTIONS TO COLLEGE ACHIEVEMENT. PARENTS OF THE GROUP OF ACHIEVERS DIFFERED SIGNIFICANTLY FROM THE PARENTS OF UNDERACHIEVERS IN DESCRIPTIONS OF THEIR SONS' VOCATIONAL GOALS AND INTERESTS AS WELL AS OF THEIR LIABILITIES AND ASSETS FOR ACADEMIC WORK IN COLLEGE. PARENTS OF ACHIEVERS SAW THEIR CHILDREN AS HAVING SPECIFIC GOALS WHICH REQUIRED ACADEMIC TRAINING, WHILE PARENTS OF UNDERACHIEVERS SAW THEIR SONS AS UNDECIDED OR AS SEEKING GOALS REQUIRING LITTLE ACADEMIC TRAINING. PARENTS OF ACHIEVERS CONSIDERED THEIR SONS' LIABILITIES AND ASSETS IN TERMS OF ACADEMIC QUALITIES, RATHER THAN OF PERSONALITY TRAITS AND SOCIAL ABILITIES. IN INTELLIGENCE AND ACHIEVEMENT TEST SCORES, NO DIFFERENCES WERE FOUND BETWEEN THE TWO GROUPS OF STUDENTS. THE AUTHORS CONCLUDE THAT FACTORS OTHER THAN ABILITY CAUSE DIFFERENCES IN PRODUCTION OR ACHIEVEMENT IN THE SCHOOL SITUATION, AND THAT PARENT-SON RELATIONSHIPS MAY BE ONE FACTOR WHICH IS CLOSELY RELATED TO MOTIVATION FOR HIGH PERFORMANCE. (AUTHOR/WO)

ED 013 610 JC 670 067

HILLS, JOHN R.
EVALUATING TRANSFER APPLICATIONS.

PUB DATE 65

EDRS PRICE MF-\$0.25 HC-\$0.40 8P.

DESCRIPTORS *JUNIOR COLLEGES, *PREDICTION, *TRANSFER POLICY, *TRANSFER STUDENTS, ACADEMIC ACHIEVEMENT, ADMISSION CRITERIA, ARTICULATION (PROGRAM), GRADE POINT AVERAGE.

STUDIES OF ACHIEVEMENT OF TRANSFER STUDENTS HAVE SHOWN THAT THEY (1) EXPERIENCE AN APPRECIABLE DROP IN GRADES IN THEIR FIRST SEMESTER AFTER TRANSFER, (2) SUBSEQUENTLY RECOVER PART OR ALL OF THIS LOSS, (3) EARN LOWER TOTAL GRADE POINT AVERAGES THAN DO NATIVE STUDENTS, (4) EXPERIENCE GREATEST DIFFICULTY IN MATHEMATICALLY ORIENTED PROGRAMS AND AT MAJOR STATE UNIVERSITIES, (5) ARE LESS LIKELY THAN NATIVES TO GRADUATE, AND (6) TAKE LONGER TO GRADUATE THAN DO NATIVES. INSTITUTIONS ACCEPTING TRANSFER STUDENTS SHOULD (1) ANALYZE THEIR PAST EXPERIENCES WITH TRANSFER STUDENTS AS A BASIS FOR POLICY DETERMINATION, (2) REQUIRE A HIGHER PRETRANSFER GRADE POINT AVERAGE THAN THAT SET FOR PROBATION FOR NATIVE STUDENTS, (3) ACCEPT APPRECIABLY MORE TRANSFER STUDENTS THAN THEY EXPECT TO GRADUATE, (4) CONSIDER THE CONVERSION OF PRETRANSFER GRADES TO A COMMON BASE, THUS REDUCING THE EFFECT OF DIFFERENCES IN GRADING PRACTICES AT VARIOUS INSTITUTIONS, AND (5) INVESTIGATE THE USE OF ADDITIONAL MEASURES TO INCREASE THE EFFECTIVENESS OF PREDICTION OF TRANSFER STUDENT SUCCESS. (WO)

ED 013 611 JC 670 072

ROWLAND, ARTHUR RAY
CATALOGING AND CLASSIFICATION IN JUNIOR COLLEGE LIBRARIES.

PUB DATE 63

EDRS PRICE MF-\$0.25 HC-\$0.28 5P.

DESCRIPTORS *CATALOGING, *JUNIOR COLLEGES, *LIBRARIES, COLLEGE LIBRARIES, PERSONNEL.

QUESTIONNAIRE RESPONSES WERE RECEIVED FROM 336 (50 PERCENT) OF THE JUNIOR COLLEGE LIBRARIES IN THE COUNTRY. THE DEWEY DECIMAL SYSTEM IS THE PREDOMINANT CLASSIFICATION SCHEME (96.5 PERCENT) WITH THE LIBRARY OF CONGRESS SYSTEM ACCOUNTING FOR THE REST. HOWEVER, 14.6 PERCENT INDICATED DEFINITE PREFERENCE FOR THE LC SYSTEM, AND 4.1 PERCENT STATED THAT SIZE OF THE COLLECTION WOULD DETERMINE THE PREFERENCE. MUCH LESS UNIFORMITY WAS FOUND IN THE ASSIGNMENT OF AUTHOR NUMBERS AND SUBJECT HEADINGS. PRINTED CARDS, WHEN AVAILABLE, WERE USED BY 86.2 PERCENT, WHILE 11 PERCENT REPRODUCED THEIR OWN CARDS (WITH 6.9 PERCENT APPARENTLY TYPING ALL CARDS INDIVIDUALLY). AT 71 PERCENT OF THE LIBRARIES, THE HEAD LIBRARIAN, USUALLY THE ONLY PROFESSIONAL STAFF MEMBER, DID ALL THE CATALOGING. ALMOST TWO-THIRDS HAD CLERICAL ASSISTANTS FOR CATALOGING. ONLY HALF OF THE COLLEGES USED STUDENT HELP IN BOOK PROCESSING. THE AUTHOR CONCLUDES THAT THE GREATEST PROBLEM IN JUNIOR COLLEGE LIBRARIES IS LACK OF STAFF, PARTICULARLY CLERICAL WORKERS. PROFESSIONAL TIME AND ENERGY IS WASTED WHEN LIBRARIANS OCCUPY MUCH OF THEIR TIME IN CLERICAL DUTIES. (WO)

ED 013 612 JC 670 077

HEIM, PEGGY BAUMOL, WILLIAM
SALARY STRUCTURES IN PUBLIC JUNIOR COLLEGES WHICH DO NOT HAVE THE USUAL ACADEMIC RANKS, 1965-66.

AMERICAN ASSN. OF UNIV. PROFESSORS,
WASHINGTON D.C.

PUB DATE DEC 66

EDRS PRICE MF-\$0.25 HC-\$0.40 8P.

DESCRIPTORS *ACADEMIC RANK (PROF-
SSIONAL), *JUNIOR COLLEGES, *SALAR-
IES, *TEACHER SALARIES.

ANALYZING SALARY DATA RECEIVED
FROM 57 PUBLIC JUNIOR COLLEGES IN
WHICH FACULTY MEMBERS DO NOT HAVE
ACADEMIC RANKS, COMMITTEE Z OF THE
AMERICAN ASSOCIATION OF UNIVERSITY
PROFESSORS FOUND THAT (1) IN AD-
VANCED CAREER STAGES, AVERAGE SAL-
ARY LEVELS AT LIBERAL ARTS COLLE-
GES WERE AT LEAST \$1,600 HIGHER THAN
THE EQUIVALENT AVERAGES IN THE JU-
NIOR COLLEGES, (2) THE AVERAGE SAL-
ARY DIFFERENTIAL, BOTH IN DOLLARS
AND IN PERCENTAGES, BETWEEN IN-
STRUCTORS AND PROFESSORS WAS MUCH
GREATER IN THE LIBERAL ARTS COL-
LEGES THAN IN THE JUNIOR COLLEGES,
(3) IN THE EARLY STAGES OF THE FAC-
ULTY MEMBERS' CAREERS, SALARIES IN
THE JUNIOR COLLEGES WERE APPROXI-
MATELY EQUAL TO THOSE IN PUBLIC
AND PRIVATE INDEPENDENT LIBERAL
ARTS COLLEGES, (4) SALARY DIFFERENC-
ES IN THE MASTERS' AND DOCTORS'
DEGREE LEVELS WERE LESS IN JUNIOR
COLLEGES THAN IN LIBERAL ARTS COL-
LEGES, AND (5) THERE WAS CONSIDERA-
BLE OVERLAPPING OF SALARY SCALES,
WITH THE HIGHEST-PAYING JUNIOR COL-
LEGES OFFERING BETTER SALARIES
THAN THE LOWEST LIBERAL ARTS COL-
LEGES. THE AUTHORS NOTE THE UNFA-
VORABLE COMPETITIVE POSITION OF
THE JUNIOR COLLEGES AND RECOM-
MEND THAT JUNIOR COLLEGES IMPROVE
THEIR SALARY SCHEDULES, ESPECIAL-
LY FOR FACULTY MEMBERS WITH RELA-
TIVELY LONG SERVICE. THIS ARTICLE IS
PUBLISHED IN THE "AMERICAN ASSOCIA-
TION OF UNIVERSITY PROFESSORS BUL-
LETIN," VOLUME 52, NUMBER 4, DECEM-
BER, 1966, (WO)

ED 013 613

JC 670 200

LEGRAND, DULCIE SWANSON, HER-
BERT L.

A STUDY OF SABBATICAL LEAVE PRACTI-
CES IN CALIFORNIA PUBLIC JUNIOR COL-
LEGES.

EL CAMINO COLL., CALIF.

PUB DATE DEC 64

EL CAMINO COLL., CALIF.

PUB DATE DEC 64

EDRS PRICE MF-\$0.25 HC-\$1.24 29P.

DESCRIPTORS *JUNIOR COLLEGES,
*SABBATICAL LEAVES, CALIFORNIA,
COLLEGE FACULTY.

QUESTIONNAIRE RESPONSES FROM 71
CALIFORNIA JUNIOR COLLEGE ADMIN-
ISTRATORS (A 97 PERCENT RETURN) AND
DISTRICT POLICY STATEMENTS WERE
ANALYZED TO PROVIDE A BASIS FOR
MAKING POLICY CONCERNING SABBATI-
CAL LEAVES AT EL CAMINO COLLEGE.
SABBATICAL LEAVE POLICIES WERE IN
EFFECT AT 58 COLLEGES, AND THOSE
WITHOUT SUCH POLICIES WERE GENER-
ALLY NEW INSTITUTIONS. POLICY STATE-
MENTS VARIED IN LENGTH AND AMOUNT
OF DETAIL, WITH THE MORE PRECISE
STATEMENTS IN THE LARGER DISTRICTS.
THE PURPOSES FOR WHICH LEAVES
WERE MOST COMMONLY GRANTED WERE
ADVANCED STUDY, RESEARCH, AND TRAV-
EL, ALTHOUGH THERE WAS MUCH VARI-
ATION IN DETAILS OF INTERPRETATION
OF THESE PURPOSES. SENIORITY WAS
THE MOST FREQUENT BASIS FOR SE-

LECTION, FOLLOWED BY THE NATURE OF
THE PROJECT. THE NUMBER OF LEAVES
GRANTED AT ONE TIME VARIED. THE
RANGE OF COMPENSATION FOR A YEAR'S
LEAVE WAS FROM 40 TO 60 PERCENT OF
THE TEACHER'S REGULAR ANNUAL SAL-
ARY, WITH ADJUSTMENTS FOR LEAVES
OF LESS THAN A YEAR. SAMPLE DISTRICT
POLICIES, THE TEXT OF PERTINENT LE-
GISLATION, AND THE SURVEY QUES-
TIONNAIRE ARE INCLUDED. (WO)

ED 013 614

JC 670 267

WATTENBARGER, JAMES L.

GUIDELINES FOR IMPROVING ARTICU-
LATION BETWEEN JUNIOR AND SENIOR COL-
LEGES, A STATEMENT BY THE JOINT COM-
MITTEE ON JUNIOR AND SENIOR COLLEGE-
S. (TITLE SUPPLIED).

AMERICAN COUNCIL ON EDUCATION,
WASHINGTON, D.C.

PUB DATE JUL 66

EDRS PRICE MF-\$0.25 HC-\$0.50 18P.

DESCRIPTORS *ARTICULATION (PRO-
GRAM), *HIGHER EDUCATION, *JUNIOR
COLLEGES, GUIDELINES, PROGRAM
COORDINATION, TRANSFER POLICY,
TRANSFER STUDENTS.

THESE ARTICULATION GUIDELINES
WERE COMPILED TO PROVIDE A FRAME-
WORK WITHIN WHICH JUNIOR AND SEN-
IOR COLLEGES, SINGLY AND COOPERA-
TIVELY, CAN DEVELOP SPECIFIC POLI-
CIES GOVERNING TRANSFER BETWEEN
AND AMONG INSTITUTIONS. STATE-
MENTS OF 27 ISSUES OR PROBLEMS ARE
EACH FOLLOWED BY STATEMENTS OF
PRINCIPLES AND PROCEDURES. FIVE
MAJOR AREAS ARE COVERED--(1) AD-
MISSIONS, (2) EVALUATION OF TRANSFER
COURSES, (3) CURRICULUM PLANNING, (4)
ADVISING, COUNSELING, AND OTHER
STUDENT PERSONNEL SERVICES, AND (5)
ARTICULATION PROGRAMS. (WO)

ED 013 615

JC 670 293

PANOS, ROBERT J.

SOME CHARACTERISTICS OF JUNIOR COL-
LEGE STUDENTS.

AMERICAN COUNCIL ON EDUCATION,
WASHINGTON, D.C.

REPORT NUMBER ACE-RR-VOL-NO-2-1966

PUB DATE 66

EDRS PRICE MF-\$0.25 HC-\$0.58 20P.

DESCRIPTORS *ACADEMIC ASPIRATION,
*ACADEMIC PERFORMANCE, *JUNIOR
COLLEGES, *SOCIOECONOMIC BACK-
GROUND, *STUDENT CHARACTERISTICS,
COLLEGE FRESHMEN, FAMILY BACK-
GROUND.

DESCRIPTIVE DATA WERE COLLECTED
BY QUESTIONNAIRE IN FALL 1965 FROM
6,860 ENTERING FRESHMEN AT A SAMPLE
OF ACCREDITED 2-YEAR COLLEGES. DATA
ARE PRESENTED TO SHOW SEX, AGE, PAR-
ENTAL INCOME AND EDUCATIONAL
BACKGROUND, RACIAL BACKGROUND,
RELIGIOUS BACKGROUND, TYPE OF HIGH
SCHOOL, HIGH SCHOOL GRADES, EDUCA-
TIONAL ASPIRATIONS, MAJOR FIELD,
SPECIAL ACHIEVEMENTS, AND SELF-
RATINGS ON SELECTED PERSONALITY
TRAITS. FOR SOME ITEMS, DATA ARE
ALSO PRESENTED FOR 4-YEAR COLLEGES
AND FOR UNIVERSITIES. (WO)

ED 013 616

JC 670 298

WILKINSON, ROBERT E.

HOW CAN LABORATORY TRAINING IMP-
ROVE RELATIONSHIPS BETWEEN ADVIS-
ERS AND STUDENTS IN STUDENT GOV-
ERNMENT. A PRELIMINARY STUDY OF LABO-

RATORY TRAINING AS USED WITH THE LOS
ANGELES CITY COLLEGE STUDENT COUN-
CIL.

CALIFORNIA UNIV., LOS ANGELES

PUB DATE 03 DEC 66

EDRS PRICE MF-\$0.25 HC-\$1.48 35P.

DESCRIPTORS *COCURRICULAR ACTIVI-
TIES, *JUNIOR COLLEGES, *SENSITIVITY
TRAINING, *STUDENT LEADERSHIP,
*STUDENT ORGANIZATIONS, CALIFORNI-
A, LABORATORY EXPERIMENTS, LEARN-
ING PROCESSES, LOS ANGELES, SKILL DE-
VELOPMENT, STUDENT ATTITUDES, STU-
DENT EXPERIENCE, STUDENT TEACHER
RELATIONSHIP, T GROUPS, TRANSFER OF
TRAINING.

A PATTERN OF PROBLEMS IN COMMUNI-
CATION AMONG STUDENT COUNCIL MEM-
BERS AND BETWEEN THE COUNCIL AND
ITS FACULTY ADVISORS CONTRIBUTED
TO A DECISION TO SUBSTITUTE A PRO-
GRAM OF SENSITIVITY TRAINING FOR
THE USUAL STUDENT COUNCIL ORIENTA-
TION PROGRAM. IT WAS HOPED THAT
SUCH A PROGRAM WOULD FACILITATE A
FLOW OF EXPRESSION AND A REDUCTION
OF INTERPERSONAL TENSIONS. COUNCIL
MEMBERS AND ADVISORS MET WITH PRO-
FESSIONAL T-GROUP LEADERS IN AN IN-
TENSIVE 2-DAY SERIES OF SESSIONS.
RESPONSES TO A STUDENT EVALUATION
FORM INDICATED THEIR BELIEF THAT
THE POTENTIAL FOR EFFECTIVE COM-
MUNICATION HAD BEEN INCREASED BY
THE EXPERIENCE. ADVISORS NOTED
MORE FREE AND OPEN COMMUNICATION
AMONG STUDENTS, AMONG FACULTY AD-
VISORS, AND BETWEEN THE STUDENT
AND FACULTY GROUPS. (AL)

ED 013 617

JC 670 337

FRENCH, RAYMOND W.

THE EVENING COLLEGE AND THE COM-
MUNITY COLLEGE--AN EXAMINATION OF
THE CONFLICT IN NEW YORK AND A PRO-
JECTION FOR NEW JERSEY.

RUTGERS, THE STATE UNIV., NEW BRUN-
SWICK, N.J.

PUB DATE JUN 65

EDRS PRICE MF-\$0.50 HC-\$3.12 76P.

DESCRIPTORS *COLLEGE ROLE, *CON-
FLICT, *EVENING COLLEGES, *JUNIOR
COLLEGES, *ROLE CONFLICT, EVENING
PROGRAMS, TERMINAL EDUCATION,
TRANSFER PROGRAMS.

INTERVIEWS WITH 14 EVENING COL-
LEGE AND THREE COMMUNITY COLLEGE
DEANS WERE CONDUCTED TO DETER-
MINE (1) THE NATURE OF CONFLICTS BE-
TWEEN THE TWO TYPES OF INSTITUTION,
(2) THE EFFECTS OF THE COMMUNITY
COLLEGES ON THE EVENING COLLEGES
IN NEW YORK, AND (3) AREAS OF POSSI-
BLE CONFLICT EXPECTED WITH THE ES-
TABLISHMENT OF JUNIOR COLLEGES IN
NEW JERSEY. TWELVE EVENING COL-
LEGE DEANS FELT THAT LOSS OF LOWER
DIVISION STUDENTS WOULD CAUSE
THEIR INSTITUTIONS TO BECOME PRI-
MARILY UPPER DIVISION IN CHARACTER.
EVENING DEANS FELT THAT IT WAS TOO
EARLY TO ASSESS THE EFFECT OF COM-
MUNITY COLLEGE TRANSFER STUDENTS.
THE PRIVATE EVENING COLLEGES IN
NEW YORK WERE MOST SERIOUSLY AF-
FECTED BY ENROLLMENT LOSSES AND
HAVE ENTERED INTO CLOSE COOPERA-
TIVE AGREEMENTS WITH COMMUNITY
COLLEGES. NEW JERSEY EVENING
DEANS EXPECTED THE LOSS OF SOME BE-
GINNING STUDENTS FOLLOWED BY
GAINS IN TRANSFER STUDENTS. EVID-
ENCE OF DISAGREEMENT AS TO COM-
MUNITY COLLEGE ROLES IN NONCREDIT
PROGRAMS AND VOCATIONAL EDUCA-

TION INDICATED THE POSSIBILITY OF FUTURE CONFLICT. THE AUTHOR RECOMMENDS THE DEVELOPMENT OF (1) CLEAR GUIDELINES FOR ARTICULATION AND (2) PROCEDURAL ARRANGEMENTS BETWEEN THE TWO TYPES OF INSTITUTION. HE CONCLUDES THAT COMMUNITY COLLEGES SHOULD BE COMPREHENSIVE, BUT SHOULD NOT OFFER COURSES ABOVE THE LOWER DIVISION LEVEL. (WO)

ED 013 618 **JC 670 344**

MERSON, THOMAS B. AND OTHERS
RESPONSIBILITIES OF DIVISION AND DEPARTMENT CHAIRMEN IN CALIFORNIA JUNIOR COLLEGES.
CALIFORNIA JUNIOR COLL. ASSN., MOD-ESTO

PUB DATE OCT 66

EDRS PRICE MF-\$0.75 HC-\$6.48 160P.

DESCRIPTORS *ADMINISTRATOR RESPONSIBILITIES, *ADMINISTRATOR RESPONSIBILITY, *EDUCATIONAL ADMINISTRATION, *JUNIOR COLLEGES, ADMINISTRATIVE PERSONNEL, CALIFORNIA, FACULTY, INSTRUCTOR COORDINATORS, SUPERVISION, SUPERVISORS.

IN PREPARATION FOR A CONFERENCE ON THE IMPROVEMENT OF INSTRUCTION IN CALIFORNIA JUNIOR COLLEGES, INFORMATION WAS COLLECTED CONCERNING THE ORGANIZATION FOR INSTRUCTION AT 47 PUBLIC JUNIOR COLLEGES. INCLUDED IN THE REPORT ARE ORGANIZATION CHARTS FOR INSTRUCTIONAL SERVICES (AND, IN MANY CASES, FOR THE ENTIRE COLLEGE), WITH A DESCRIPTION OF DUTIES AND RESPONSIBILITIES OF DEANS AND SUCH OTHER ADMINISTRATIVE PERSONNEL AS DIVISION CHAIRMEN, COORDINATORS, AND DEPARTMENT HEADS. (WO)

ED 013 619 **JC 670 412**

HAMILTON, ROBERTS. HEINKEL, OTTO A.

ENGLISH A-AN EVALUATION OF PROGRAMMED INSTRUCTION.

SAN DIEGO CITY COLL. CALIF.

REPORT NUMBER SDDC-RR-67-7

PUB DATE 29 MAR 67

EDRS PRICE MF-\$0.25 HC-\$0.80 18P.

DESCRIPTORS *COURSE EVALUATION, *ENGLISH INSTRUCTION, *JUNIOR COLLEGES, *PROGRAMMED INSTRUCTION, *PROGRAMMED TEXTS, ACADEMIC PERFORMANCE, BASIC SKILLS, CALIFORNIA, INSTRUCTIONAL MEDIA, MEASUREMENT INSTRUMENTS, REMEDIAL COURSES, SAN DIEGO, STUDENT TESTING, TESTS, TEXTBOOK RESEARCH.

THE EFFECTS OF A PROGRAMMED TEXT IN REVIEW ENGLISH CLASSES WERE STUDIED BY COMPARISON OF FINAL EXAMINATION SCORES ACHIEVED BY TWO GROUPS OF 58 STUDENTS WHO HAD BEEN MATCHED ON THE BASIS OF SCORES ON THE ENGLISH SCREENING TEST. THE EXPERIMENTAL GROUP RECEIVED INSTRUCTION BY MEANS OF A PROGRAMMED TEXT, AND THE CONTROL GROUP USED A CONVENTIONAL BOOK. IN ADDITION TO AN EXAMINATION DESIGNED FOR ITS OWN SITUATION, EACH GROUP ALSO TOOK THE TEST DESIGNED FOR THE OTHER GROUP. THE PERFORMANCE OF THE EXPERIMENTAL GROUP WAS SIGNIFICANTLY HIGHER (AT THE .01 LEVEL) THAN THAT OF THE CONTROL GROUP. IN BOTH GROUPS, THE CORRELATION BETWEEN THE EXPERIMENTAL GROUP'S TEST AND THE GRADES EARNED IN THE COURSE EXCEEDED .80, WHILE

THE CORRELATION OF GRADES AND CONVENTIONAL TEST SCORES WAS LESS THAN .58. THE AUTHOR RECOMMENDS THAT (1) IF ONE METHOD IS TO BE CHOSEN OVER THE OTHER, THE PROGRAMMED METHOD SHOULD BE GIVEN THE GREATER CONSIDERATION, (2) ALL ENGLISH TEACHERS IN THE INSTITUTION SHOULD CONSIDER USING THE TESTS PREPARED FOR USE WITH THE PROGRAMMED TEXT, (3) THE STUDY SHOULD BE REPLICATED WITH DESIGN PROVISIONS TO CONTROL MORE OF THE VARIABLES, AND (4) GRADES IN SUBSEQUENT ENGLISH CLASSES SHOULD BE USED AS AN ADDITIONAL EVALUATIVE MEASURE. (WO)

ED 013 620 **JC 670 491**

MCCREERY, OTIS C. AND OTHERS

A MASTER PLAN FOR HIGHER EDUCATION IN PENNSYLVANIA.

PENNSYLVANIA STATE BOARD OF EDUC., HARRISBURG

PUB DATE JAN 67

EDRS PRICE MF-\$0.25 HC-\$2.00 48P.

DESCRIPTORS *GOVERNANCE, *HIGHER EDUCATION, *JUNIOR COLLEGES, *MASTER PLANS, *STATE PROGRAMS, PENNSYLVANIA.

FROM 1965 TO 1975 LARGE INCREASES ARE PROJECTED IN THE PERCENTAGE OF PENNSYLVANIA HIGH SCHOOL GRADUATES WHO ENTER COLLEGE, AND AT LEAST A 60 PERCENT INCREASE IN TOTAL COLLEGE ENROLLMENT IS EXPECTED. A TRIPARTITE SYSTEM OF HIGHER EDUCATION IS PROPOSED-(1) COMMUNITY COLLEGES WILL PROVIDE HIGHER EDUCATION OPPORTUNITIES FOR STUDENTS WITHIN COMMUTING DISTANCE. COMPREHENSIVE IN SCOPE, THEY WILL OFFER LOWER DIVISION, OCCUPATIONAL, GENERAL, AND ADULT EDUCATION. FINANCING WILL BE A SHARED RESPONSIBILITY OF THE STATE, THE LOCAL SPONSOR, AND THE STUDENT. (2) STATE COLLEGES WILL PROVIDE FOR A LARGE PART OF THE INCREASED INSTRUCTIONAL LOAD THROUGH THE MASTER'S DEGREE LEVEL. EVENTUALLY DOCTORAL PROGRAMS WILL BE INITIATED IN SELECTED FIELDS. FINANCING WILL BE SHARED BY THE STATE AND THE STUDENT, SUPPLEMENTED BY FEDERAL AND PRIVATE FUNDS. (3) THE UNIVERSITY WILL HAVE PRIMARY RESPONSIBILITY FOR EDUCATION IN THE PROFESSIONS, AND WILL BE INCREASINGLY CONCERNED WITH UPPER DIVISION AND GRADUATE STUDENTS. FINANCING WILL BE SIMILAR TO THAT IN THE STATE COLLEGES. EACH SEGMENT WILL HAVE ITS OWN COORDINATING COUNCIL, WITH A COUNCIL OF HIGHER EDUCATION TO WORK WITH THE THREE SEGMENTS. (WO)

ED 013 621 **JC 670 717**

A SURVEY OF PARKING LOT UTILIZATION AT THE SOUTH CAMPUS, MACOMB COUNTY COMMUNITY COLLEGE.

MACOMB COUNTY COMMUNITY COLL., WARREN, MICH.

PUB DATE 31 MAR 67

EDRS PRICE MF-\$0.50 HC-\$2.52 61P.

DESCRIPTORS *FACILITY EXPANSION, *FACILITY UTILIZATION, *JUNIOR COLLEGES, *PARKING AREAS, FACILITY IMPROVEMENT, MICHIGAN, WARREN, COLLEGE PARKING FACILITIES

SHOULD (1) PERMIT FREE MOVEMENT OF VEHICLES, (2) ACCOMMODATE PEAK HOUR TRAFFIC DEMANDS, INCLUDING

PROVISION OF RESERVOIR SPACE AT ENTRANCES AND EXITS, (3) BE ADEQUATELY MARKED AND POSTED, (4) BE DESIGNED TO ALLOW INTERNAL MOVEMENT, EASE AND SAFETY OF ACCESS, ADEQUATE MANEUVERING AREAS, AND GENERAL CONVENIENCE, AND (5) BE ADEQUATE FOR FACULTY AND STAFF, VISITOR, AND STUDENT NEEDS. A COMMITTEE AT MACOMB COUNTY COMMUNITY COLLEGE STUDIED THE PARKING FACILITIES IN TERMS OF THESE CRITERIA, SURVEYED 15 OTHER COLLEGES TO LEARN ABOUT THEIR PRACTICES, AND MADE RECOMMENDATIONS FOR IMPROVEMENT. METHODS AND RESULTS OF THE STUDY ARE DESCRIBED, AND CONSIDERATION IS GIVEN TO BUILDING AND FINANCING OF PARKING STRUCTURES, AND TO DIMENSIONS AND PATTERNS OF PARKING STALLS UNDER VARIOUS CONDITIONS. (WO)

ED 013 622 **JC 670 784**

SKAGGS, KENNETH G. AND OTHERS

ESTABLISHING LEGAL BASES FOR COMMUNITY COLLEGES. PROCEEDINGS OF A CONFERENCE SPONSORED BY THE COMMISSION ON LEGISLATION OF THE AAJC (CHICAGO, OCTOBER 20-21, 1961).

AMERICAN ASSN. OF JUNIOR COLLEGES, WASHINGTON, D.C.

PUB DATE 62

EDRS PRICE MF-\$0.25 HC-\$2.04 49P.

DESCRIPTORS *JUNIOR COLLEGES, COLLEGE PLANNING, COMMUNITY SURVEYS, CONFERENCE REPORTS, CRITERIA, EDUCATIONAL FINANCE, GOVERNANCE, NEW COLLEGES, POLICY FORMATION, STATE PROGRAMS.

IMPROVED LEGAL FOUNDATIONS FOR PUBLIC JUNIOR COLLEGES ARE NEEDED IN MOST STATES. BASIC LEGISLATION SHOULD (1) BE PHRASED IN BROAD TERMS, SETTING STATE POLICY AND GENERAL PROCEDURES, (2) ESTABLISH AN AGENCY FOR STATEWIDE ADMINISTRATION AND IMPLEMENTATION OF DEVELOPMENT, SUPERVISION, AND COORDINATION, (3) PROVIDE FOR STATEWIDE AND LOCAL AREA STUDIES, (4) PROVIDE A PROGRAM OF SUPPORT FOR THE COLLEGES AND THE STATE AGENCY. FINANCE PLANS SHOULD BE BASED ON (1) RECOGNITION OF THE IMPORTANCE OF POST-HIGH SCHOOL EDUCATION, (2) REMOVAL OF BARRIERS TO SUCH EDUCATION, AND (3) EQUALIZATION, BASED ON NEED AND ABILITY TO PAY. THEY SHOULD PROVIDE FOR (1) JOINT AGENCY RESPONSIBILITY, (2) BASIC FUNDS FOR AN ADEQUATE PROGRAM, (3) MINIMAL RELIANCE ON STUDENT FEES, (4) ALL NECESSARY ELEMENTS OF A GOOD PROGRAM, (5) STABILITY FROM YEAR TO YEAR, (6) CAPITAL OUTLAY, (7) ACCESS TO BORROWING FOR CAPITAL EXPENSES, (8) JOINT RESPONSIBILITY IN RECORD KEEPING, (9) INDEPENDENCE FROM GIFTS AND DONATIONS, AND (10) FINANCIAL CONTRIBUTIONS FROM STUDENTS' HOME AREAS. PLANS FOR CONTROL SHOULD RECOGNIZE THE (1) INDIVIDUAL CHARACTER OF THE INSTITUTION, (2) POSSIBILITY OF SEPARATION OF FINANCE AND CONTROL, (3) DESIRABILITY OF LOCAL AUTONOMY, (4) TIME REQUIRED OF BOARD MEMBERS, (5) NEED FOR COMMITMENT TO THE INSTITUTION, AND (6) NEED FOR BALANCE BETWEEN STATE COORDINATION AND LOCAL CONTROL. AN AAJC GUIDE TO STATE LEGISLATION AND AN EXAMPLE OF A STATE LAW ARE INCLUDED. (WO)

ED 013 623 **JC 670 804**
MADDOX, MARTHA AND OTHERS
LEADERSHIP OPPORTUNITIES AND THE BE-
GINNING JUNIOR COLLEGE PRESIDENT,
REPORT FROM THE SOUTHEAST REGIONAL
JUNIOR COLLEGE LEADERSHIP PROGRAM.
FLORIDA ST. UNIV., TALLAHASSEE
FLORIDA UNIV., GAINESVILLE
PUB DATE 65

EDRS PRICE MF-\$0.50 HC-\$2.52 51P.

DESCRIPTORS *ADMINISTRATIVE
 PROBLEMS, *ADMINISTRATOR RESPONSIB-
 ILITY, *JUNIOR COLLEGES, *PRESI-
 DENTS, ADMINISTRATOR CHARACTERIS-
 TICS, BOARD ADMINISTRATOR RELAT-
 IONSHIP, LEADERSHIP, TEACHER ADMIN-
 ISTRATOR RELATIONSHIP.

THE CONFEREES HEARD NINE PAPERS
 ON TOPICS OF CONCERN TO AN IN-COMING
 PRESIDENT. THEY COVERED (1) GENERAL
 QUALIFICATIONS FOR LEADERSHIP, (2)
 DUTIES OF THE BOARD AS RELATED TO
 THE PRESIDENT, (3) SUGGESTIONS FOR
 ESTABLISHING THE INSTRUCTIONAL
 PROGRAM, (4) SELECTION OF THE TEACH-
 ING STAFF, (5) DEVELOPMENT OF THE IN-
 SERVICE TEACHER PROGRAMS, (6) THE
 PLACE OF THE FACULTY IN COLLEGE
 GOVERNMENT, (7) AN EXAMPLE OF BUDG-
 ET PREPARATION, (8) THE VALUE OF IN-
 TERNAL AND EXTERNAL PUBLIC RELAT-
 IONS, AND (9) PRESS RELATIONS. (HH)

ED 013 624 **JC 670 806**
EXCELLENCE IN CONTINUING EDUCATION,
PROCEEDINGS OF THE ANNUAL JUNIOR
COLLEGE ADMINISTRATIVE TEAMS INSTI-
TUTE (6TH, UNIVERSITY OF FLORIDA,
GAINESVILLE, AUGUST 7-9, 1966).
FLORIDA ST. UNIV., TALLAHASSEE
FLORIDA UNIV., GAINESVILLE
PUB DATE AUG 66

EDRS PRICE MF-\$0.75 HC-\$7.12 176P.

DESCRIPTORS *ADULT EDUCATION, *JU-
 NIOR COLLEGES, COLLEGE ROLE, EDUCA-
 TIONAL PHILOSOPHY, EDUCATIONAL
 PROBLEMS, RESEARCH.

THE GROWING INTEREST IN CONTINU-
 ING EDUCATION ON THE LOCAL, STATE,
 AND NATIONAL LEVELS APPEARS RE-
 LATED TO (1) THE IMPROVING EDUCATION-
 AL LEVEL OF THE GENERAL POPULATION,
 (2) THE CHANGING AND INCREASINGLY
 COMPLEX WORLD, (3) INCREASING
 LEISURE, AND (4) THE RISING STANDARD
 OF LIVING. RESEARCH INDICATES THAT
 (1) FEW COLLEGES EMPLOY ADULT EDUC-
 ATION ADMINISTRATORS AND THAT
 SUCH POSITIONS ARE RELATIVELY NEW,
 (2) JUNIOR COLLEGES ARE LIMITED BY
 CERTAIN FORCES WHICH PREVENT THE
 FULL REALIZATION OF THEIR ADULT
 EDUCATION POTENTIAL, AND (3) FAC-
 TORS WHICH FOSTER ADULT EDUCATION
 ACTIVITY INCLUDE PUBLIC CONTROL,
 SEPARATE ORGANIZATION, STATEMENTS
 OF GUIDING PRINCIPLES, CLEARLY
 IDENTIFIED STAFF AND FUNCTIONS, DO-
 CUMENTARY RECOGNITION OF THE
 ADULT EDUCATION FUNCTION, BUDGET-
 ING FLEXIBILITY, ADMINISTRATIVE AND
 COMMUNITY SUPPORT, AND CAREER
 IDENTIFICATION OF THE PROGRAM DIRECTOR.
 WEAKNESSES IN ADULT EDUCATION
 PROGRAMS INCLUDE (1) ADMIN-
 ISTRATIVE CONFLICT, (2) UNWILLING-
 NESS OF ADMINISTRATORS TO BE INNO-
 VATIVE, (3) EMPHASIS ON CLASSES FOR
 CREDIT, (4) RESTRICTION OF ADULT EDU-
 CATION PROGRAMS TO EVENING HOURS,
 (5) LACK OF FINANCING, AND (6) LACK OF
 SPECIALLY DESIGNED ADEQUATE STUD-
 ENT PERSONNEL SERVICES. FIVE
 MAJOR SPEECHES AND THREE PANEL RE-
 PORTS ARE PRESENTED. (WO)

ED 013 625 **JC 670 808**
CREATING THE COLLEGE CLIMATE.
PROCEEDINGS OF THE JUNIOR COLLEGE
ADMINISTRATIVE TEAMS INSTITUTE (2D,
FLORIDA STATE UNIVERSITY, TALLAHAS-
SEE, JULY 30-AUGUST 3, 1962).
FLORIDA ST. UNIV., TALLAHASSEE
FLORIDA UNIV., GAINESVILLE
PUB DATE 62

EDRS PRICE MF-\$0.50 HC-\$4.20 103P.

DESCRIPTORS *COLLEGE ADMINISTRA-
 TION, *COLLEGE FACULTY, *FINANCIAL
 POLICY, *JUNIOR COLLEGES, *STUDENT
 PERSONNEL SERVICES, COLLEGE ENVI-
 RONMENT, EDUCATIONAL POLICY,
 SCHOOL POLICY.

THIS CONFERENCE DEALT WITH THE
 VARIOUS CONDITIONS THAT PRODUCE A
 DESIRABLE COLLEGE ATMOSPHERE.
 THESE ARE (1) AN ABLE AND DIVERSE FA-
 CULTY WITH AN INTEREST IN THE JU-
 NIOR COLLEGE AS A SPECIAL INSTITUT-
 ION, (2) PERSONNEL POLICIES AND PRO-
 CEDURES DIRECTED TOWARD THE TOTAL
 DEVELOPMENT OF THE STUDENT, (3)
 FINANCIAL AND BUSINESS MANAGE-
 MENT PROVIDING ESSENTIAL SERVICES
 TO BOTH STAFF AND STUDENTS, (4) AN
 ADMINISTRATION CAPABLE OF KEEPING
 THE PUBLIC IMAGE OF THE COLLEGE IN
 THE BEST POSSIBLE FOCUS. (HH)

ED 013 626 **JC 670 809**
MAXWELL, GRACER.
LEADERSHIP OPPORTUNITIES IN THE AD-
MINISTRATION OF THE JUNIOR COLLEGE
RESIDENCE PROGRAM, PROCEEDINGS OF
THE SOUTHEASTERN REGIONAL LEADER-
SHIP INSTITUTE (BANNER ELK, NORTH
CAROLINA, AUGUST 5-9, 1963).
FLORIDA ST. UNIV., TALLAHASSEE
FLORIDA UNIV., GAINESVILLE
PUB DATE AUG 63

EDRS PRICE MF-\$0.75 HC-\$5.80 143P.

DESCRIPTORS *DISCIPLINE POLICY,
 *HOUSING, *JUNIOR COLLEGES, *PERSON-
 NEL, *RESIDENTIAL PROGRAMS, DORMI-
 TORIES, STUDENT COLLEGE RELATIONS-
 HIP, STUDENT WELFARE.

THIS INSTITUTE (AUGUST 1963) DEALT
 WITH THE QUALITY OF LEADERSHIP AS
 SHOWN IN THE CAMPUS RESIDENCE
 PROGRAM. THE PAPERS COVERED (1) THE
 NECESSARY STEPS TO CONSIDER IN
 PLANNING NEW HOUSING, (2) RENOV-
 ATION OF SOUND BUILDINGS, (3) REPLA-
 CEMENT OF OLD BUILDINGS, (4) THE NEED
 FOR RULES AND REGULATIONS AND FOR
 THEIR EFFECTIVE ADMINISTRATION, (5)
 THE INFLUENCE ON REGULATIONS ON (A)
 THE INSTITUTION'S OWN PURPOSES, (B)
 PARENTAL WISHES, (C) THE NEED FOR
 STUDY FACILITIES AS WELL AS THE EN-
 COURAGEMENT OF DECORUM AND DIS-
 CIPLINE, AND (D) THE FREEDOMS AND
 RESTRAINTS OF GROUP LIVING, (6) THE
 RESIDENCE AS A PLACE FOR ADDITION-
 AL LEARNING THROUGH ARTWORK,
 MUSIC, BOOKS, PHYSICAL CONNECTION
 WITH THE LIBRARY, AND THE PRESENCE
 OF INSTRUCTORS ON THE HOUSE STAFF,
 (7) THE USE OF THE HOUSES FOR ALL-
 CAMPUS SOCIAL ACTIVITIES, (8) DEVEL-
 OPMENT AND MAINTENANCE OF THE MO-
 RALE OF THE RESIDENCE STAFF, (9) IN-
 SERVICE TRAINING OF A NON-PROFES-
 SIONAL STAFF, (10) SUGGESTED STAFF-
 TO-STUDENT RATIOS, AND (11) SAMPLE
 CASE STUDIES ON VIOLATIONS OF RULES.
 (HH)

ED 013 627 **JC 670 811**
DIMITRY, JOHN RANDOLPH
THE HOUSE PLAN IN HIGHER EDUCATION

AND ITS APPLICATION TO THE COMMUNITY
 COLLEGE.

WAYNE STATE UNIV., DETROIT, MICH.

PUB DATE 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *COLLEGES, *HOUSE
 PLAN, *JUNIOR COLLEGES, COLLEGE
 PLANNING, DOCTORAL THESES, DORMI-
 TORIES, EDUCATIONAL FACILITIES,
 HOUSING, INNOVATION.

FROM A REVIEW OF LITERATURE AND
 STUDIES OF SEVEN OPERATING HOUSE
 PLANS, A MODEL OF THE "AVERAGE"
 HOUSE PLAN WAS DEVELOPED AND
 APPLIED TO THE COMMUNITY COLLEGE
 AS A MEANS OF PROVIDING ORDERLY
 GROWTH OVER A PERIOD OF YEARS. IN
 THE MODEL, (1) THE STUDENTS ARE RE-
 PRESENTATIVE OF THE TOTAL STUDENT
 BODY, (2) THE FACULTY RESEMBLES THE
 LARGER FACULTY IN TRAINING AND EX-
 PERIENCE AND TRAINING, WITH A
 PREDISPOSITION TO INNOVATE AND EX-
 PERIMENT, (3) THE HOUSE HAS ITS OWN
 EDUCATIONAL FACILITIES, EXCEPT FOR
 HIGHLY SPECIALIZED UNITS, (4) THE PR-
 IMARY OBJECTIVE IS CHARACTER DEVEL-
 OPMENT THROUGH CLOSE FACULTY-STU-
 DENT RELATIONSHIP, (5) THE HOUSE IS
 SEMI-INDEPENDENT OF THE PARENT
 INSTITUTION, WITH ITS OWN LIBRARY,
 ADMINISTRATIVE ORGANIZATION, COUN-
 SELING SERVICES, AND OCCURRICULAR
 PROGRAM, AND (6) THE CURRICULUM,
 COMPLETELY PRESCRIBED FOR MOST
 STUDENTS, IS CHIEFLY GENERAL EDUC-
 ATION. THE COLLEGE'S GENERAL EDUC-
 ATION OBJECTIVES MAY BE REINFORCED
 BY THE HOUSE PLAN EMPHASIS ON IN-
 TERPERSONAL RELATIONS AND A COHE-
 SIVE STUDENT BODY. IN ADDITION TO
 GENERAL EDUCATION, SOME HOUSES
 COULD EMPHASIZE SPECIFIC OCCUPA-
 TIONAL PROGRAMS. THE AUTHOR CON-
 CLUDES THAT INTRODUCTION OF THE
 HOUSE PLAN IN THE JUNIOR COLLEGE
 WOULD DEVELOP AN ENVIRONMENT
 CONDUCTIVE TO INTELLECTUAL AND ACADE-
 MIC GROWTH AND ACHIEVEMENT.
 THIS DISSERTATION IS AVAILABLE AS
 DOCUMENT NO. 67-664 FOR \$3.05 (MICRO-
 FILM) OR \$10.60 (XEROGRAPHIC COPY)
 FROM UNIVERSITY MICROFILMS, INC., 313
 NORTH FIRST STREET, ANN ARBOR,
 MICHIGAN 48107. (WO)

ED 013 628 **JC 670 823**
RICHARDS, JAMES M., JR. LUTZ, SAN-
DRAW.
PREDICTING STUDENT ACCOMPLISHMENT
IN COLLEGE FROM THE ACT ASSESSMENT.
AMERICAN COLLEGE TESTING PROGRAM,
IOWA CITY, IOWA
REPORT NUMBER ACT-RR-21-AUG-67
PUB DATE AUG 67

EDRS PRICE MF-\$0.25 HC-\$1.72 41P.

DESCRIPTORS *COLLEGE ENTRANCE
 EXAMINATIONS, *JUNIOR COLLEGES,
 *PREDICTION, *TEST VALIDITY, ACADEM-
 IC ACHIEVEMENT, AMERICAN COLLEGE
 TESTING PROGRAM, HIGHER EDUCATION,
 PREDICTIVE VALIDITY.

TO EVALUATE THE PREDICTIVE VALID-
 ITY OF THE ACT TESTS AND THE NON-
 ACADEMIC ACHIEVEMENT SCALES OF
 THE STUDENT PROFILE SECTION, AT 142-
 YEAR AND 21 4-YEAR COLLEGES STUD-
 ENTS WHO HAD COMPLETED THE ACT
 BATTERY PRIOR TO ADMISSION WERE
 SURVEYED FOR THEIR ACADEMIC AND
 NON-ACADEMIC ACCOMPLISHMENTS
 DURING THEIR FRESHMAN YEAR. CRI-
 TERIA INCLUDED COLLEGE GRADES, 12
 SCALES DESIGNED TO MEASURE NOT A-

BLE EXTRA-CLASSROOM ACCOMPLISHMENT IN COLLEGE, AND ONE SCALE TO ASSESS RECOGNITION FOR ACADEMIC ACCOMPLISHMENT. PREDICTORS INCLUDED SCORES ON ACT TESTS, HIGH SCHOOL GRADES, AND THE SIX SCALES MEASURING NON-ACADEMIC ACCOMPLISHMENT IN HIGH SCHOOL. THE RESULTS, WHICH SUPPORT THE AUTHORS' EARLIER FINDINGS, INDICATE THAT NON-ACADEMIC ACCOMPLISHMENT CAN BE ASSESSED WITH MODERATE RELIABILITY, THAT BOTH ACADEMIC AND NON-ACADEMIC ACHIEVEMENT CAN BE PREDICTED TO A USEFUL DEGREE, AND THAT NON-ACADEMIC ACCOMPLISHMENT IS LARGELY INDEPENDENT OF ACADEMIC POTENTIAL AND ACHIEVEMENT. (AUTHORS/HH)

ED 013 629

JC 670 824

GILES, FREDERICK.

PROCEEDINGS OF THE TECHNICIAN MANPOWER CONFERENCE, A CONFERENCE CONCERNING THE EDUCATION AND UTILIZATION OF SEMI-PROFESSIONAL TECHNICAL PERSONNEL (UNIVERSITY OF WASHINGTON, SEATTLE, OCTOBER 23-24, 1963). WASHINGTON UNIV., SEATTLE

PUB DATE OCT 63

EDRS PRICE MF-\$0.50 HC-\$3.44 34P.

DESCRIPTORS *JUNIOR COLLEGES, *SUBPROFESSIONALS, *TECHNICAL EDUCATION, *TECHNICAL OCCUPATIONS, *TRADE AND INDUSTRIAL EDUCATION, SCHOOL INDUSTRY RELATIONSHIP.

THIS 1963 CONFERENCE WAS ATTENDED BY REPRESENTATIVES FROM BOTH EDUCATION AND INDUSTRY. ITS THREE PURPOSES WERE TO INFORM PROSPECTIVE EMPLOYERS OF CURRENT TRENDS IN TECHNICIAN EDUCATION, TO PERMIT EXCHANGE OF INFORMATION AND OPINION ON THIS TRAINING, AND TO ENCOURAGE SUGGESTIONS FOR ITS IMPROVEMENT. THE TOPICS COVERED THE OUTLOOK FOR TECHNICAL EMPLOYMENT BRIEFLY FROM THE NATIONAL VIEWPOINT AND IN DETAIL BY THREE NORTHWEST SPEAKERS—(1) THE EMPLOYER'S VIEW OF THE IMPORTANCE OF THE TECHNICIAN (EMPLOYMENT IN THE AIRCRAFT INDUSTRY, PROSPECTS IN NURSING AND OTHER HEALTH FIELDS, AND OPPORTUNITIES IN GOVERNMENT), (2) CURRENT EDUCATIONAL PROGRAMS FOR TECHNICIANS (ADULT EDUCATION, COMMUNITY COLLEGES, STATE COLLEGES, PRIVATE COLLEGES, VOCATIONAL-TECHNICAL INSTITUTES, AND THE UNIVERSITIES), AND (3) SUGGESTIONS FOR ACTION (BY BUSINESS AND INDUSTRY AND BY EDUCATION). (HH)

ED 013 630

JC 670 839

SUVER, J. ALLEN AND OTHERS. PROBLEMS AND NEEDS OF WASHINGTON COMMUNITY COLLEGES—AN EXPLORATORY SURVEY OF IMPORTANT RESEARCH AREAS.

WASHINGTON UNIV., SEATTLE,

REPORT NUMBER CDCOE-OP-2

PUB DATE JUN 67

EDRS PRICE MF-\$0.25 HC-\$2.44 49P.

DESCRIPTORS *ADMINISTRATIVE PERSONNEL, *COLLEGE FACULTY, *JUNIOR COLLEGES, *OPINIONS, *RESEARCH PROBLEMS, RESEARCH NEEDS, STATE PROGRAMS, SURVEYS, WASHINGTON, TO DETERMINE THE TYPES OF RESEARCH PROBLEMS CONSIDERED IMPORTANT IN WASHINGTON COMMUNITY COLLEGES, A QUESTIONNAIRE SURVEY WAS CONDUCTED AMONG THE FULL-TIME

PROFESSIONAL STAFF MEMBERS. THE RESEARCHERS IDENTIFIED 38 PROBLEM AREAS, ALL OF WHICH WERE REPORTED TO BE OF AT LEAST MODERATE IMPORTANCE. RESULTS WERE TABULATED IN FOUR CATEGORIES—(1) RESPONSES FROM THE TOTAL GROUP, (2) RESPONSES FROM FACULTY, (3) RESPONSES FROM ADMINISTRATORS, AND (4) RESPONSES FROM PRESIDENTS. IN THE TEN MOST IMPORTANT AREAS, ALL GROUPS INCLUDED LONG RANGE PLANNING AND THE MEANS OF MEETING COMMUNITY NEEDS FOR VOCATIONAL-TECHNICAL PROGRAMS. FACULTY AND ADMINISTRATORS ALSO INCLUDED IN THEIR 10 MOST IMPORTANT AREAS (1) DEVELOPMENT OF SALARY SCHEDULES, (2) DISTRIBUTION OF FEDERAL AND STATE GRANTS, (3) MATCHING OF COLLEGE PROGRAMS TO STUDENT NEEDS, AND (4) RELATIONSHIP OF TRANSFER AND VOCATIONAL PROGRAMS. THE FACULTY AND PRESIDENTS AGREED ON THE IMPORTANCE OF ARTICULATION OF HIGH SCHOOL, COMMUNITY COLLEGE, AND 4-YEAR COLLEGE COUNSELING PROGRAMS. TABLES SHOW DETAILS OF THE FINDINGS, AND THE INSTRUMENTS USED IN THE SURVEY ARE REPRODUCED. (WO)

ED 013 631

JC 670 840

CITIZENS LEAGUE REPORT ON COMMUNITY COLLEGES FOR THE TWIN CITIES AREA.

CITIZENS LEAGUE, MINNEAPOLIS, MINN.

PUB DATE 28 JUN 67

EDRS PRICE MF-\$0.25 HC-\$1.24 32P.

DESCRIPTORS *COMMUNITY ACTION, *GOVERNANCE, *JUNIOR COLLEGES, *POST SECONDARY EDUCATION, *STATE PROGRAMS, CITIZENS COUNCILS, COMMUNITY COLLEGES, EDUCATIONAL PLANNING, MINNEAPOLIS, MINNESOTA, ST. PAUL, VOCATIONAL EDUCATION.

A COMMITTEE OF THE CITIZENS LEAGUE RECOMMENDS THAT THE MINNESOTA STATE LEGISLATURE ESTABLISH COMPREHENSIVE "COMMUNITY" COLLEGES TO REPLACE THE PRESENT PARALLEL AND UNCOORDINATED DEVELOPMENT OF VOCATIONAL-TECHNICAL POST-HIGH SCHOOLS AND JUNIOR COLLEGES, THE FORMER OFFERING NO ACADEMIC COURSES AND ONLY THE LATTER PROVIDING TRAINING IN THE SEMI-PROFESSIONAL, TECHNICAL, AND UNDERGRADUATE FIELDS. THIS COMPLETE SEPARATION OF INSTITUTIONS HAS SERIOUS DRAWBACKS, AMONG THEM LACK OF OPPORTUNITY FOR STUDENTS OF LOW ABILITY, DUPLICATION OF PHYSICAL FACILITIES IN THE SAME NEIGHBORHOOD, AND NO CHANCE FOR STUDENTS TO CHANGE CAREER GOALS. THE VOCATIONAL SCHOOLS ARE NOW UNDER THE LOCAL SCHOOL DISTRICTS AND THE JUNIOR COLLEGES ARE UNDER THE STATE JUNIOR COLLEGE BOARD. THE COMMITTEE THEREFORE SUGGESTS THAT A NEW BOARD BE FORMED, RESPONSIBLE FOR THE COMPREHENSIVE INSTITUTIONS. THESE COULD THEN PROVIDE THE BROAD RANGE OF VOCATIONAL, TECHNICAL, AND ACADEMIC CURRICULA NECESSARY TO MEET THE NEEDS OF ALL HIGH-SCHOOL GRADUATES. (HH)

ED 013 632

JC 670 843

KNOELL, DOROTHY M. MEDSKER, LELAND L.

FROM JUNIOR TO SENIOR COLLEGE—A NATIONAL STUDY OF THE TRANSFER STUDENT.

AMERICAN COUNCIL ON EDUCATION, WASHINGTON, D.C.

PUB DATE 65

EDRS PRICE MF-\$0.50 HC-\$4.52 111P.

DESCRIPTORS *JUNIOR COLLEGES, *PROGRAM IMPROVEMENT, *STUDENT CHARACTERISTICS, *TRANSFER PROGRAMS, *TRANSFER STUDENTS, ACADEMIC ACHIEVEMENT, ACADEMIC PERFORMANCE, ARTICULATION (PROGRAM), COUNSELING PROGRAMS, EDUCATIONAL BACKGROUND, FINANCIAL SUPPORT, ORIENTATION, STUDENT ATTITUDES, STUDENT PERSONNEL SERVICES.

IN THIS NATIONAL STUDY OF THE PREDICTION OF SUCCESS OF THE JUNIOR COLLEGE TRANSFER STUDENT, THE AUTHORS FOUND THAT HIS SUCCESS DEPENDS ON THE INTERACTION OF MANY VARIABLES, SUCH AS HIS OWN ATTRIBUTES AND THOSE OF THE SENIOR INSTITUTION, ITS ACADEMIC STANDARDS AND GENERAL CLIMATE, AND THE ALTERNATIVES OFFERED THE STUDENT. THESE FINDINGS SUGGEST THAT CERTAIN ACTIONS COULD BE TAKEN NOW, HOWEVER, ON THE ASSESSMENT OF INDIVIDUAL CHARACTERISTICS, ON DETERMINING ATTRIBUTES OF THE 4-YEAR INSTITUTION, ON COUNSELING AND PLACEMENT OF STUDENTS, AND ON ARTICULATION AMONG BOTH JUNIOR AND SENIOR COLLEGES. SUCH IMMEDIATE ACTIONS WOULD HELP TO ACCOMMODATE SOME OF THE CONTINUING INCREASE IN STUDENT TRANSFERS EVEN WHILE OTHER AREAS FOR RESEARCH (WHICH WOULD EMERGE AS THE EXPECTED NEW PRACTICES EVOLVE), ARE BEING PURSUED. THE TECHNICAL REPORT OF THE ORIGINAL STUDY IS AVAILABLE AS ED 003 047 AND A RELATED REPORT AS ED 003 327. THIS DOCUMENT IS AVAILABLE FOR \$2.50 FROM AMERICAN COUNCIL ON EDUCATION, 1786 MASSACHUSETTS AVENUE, N.W., WASHINGTON, D.C. 20036. (HH)

ED 013 633

JC 670 850

MARTORANA, S.V. HUNTER, PAULINE F. ADMINISTERING THE COMMUNITY COLLEGE IN A CHANGING WORLD, PAPERS PRESENTED AT THE ANNUAL CONFERENCE OF THE UNIVERSITY COUNCIL FOR EDUCATIONAL ADMINISTRATION (9TH, BUFFALO, 1964). BUFFALO STUDIES.

STATE UNIV. OF N.Y., BUFFALO

REPORT NUMBER SUNY-B-VOL-2-NO-1-JUN-66

UNIVERSITY COUNCIL FOR EDUCATIONAL ADMINISTRATION

PUB DATE JUN 66

EDRS PRICE MF-\$0.75 HC-\$7.58 195P.

DESCRIPTORS *ADMINISTRATIVE POLICY, *ADMINISTRATOR RESPONSIBILITY, *COLLEGE ADMINISTRATION, *JUNIOR COLLEGES, ARTICULATION (PROGRAM), CONFERENCE REPORTS, CURRICULUM DEVELOPMENT, EDUCATIONAL FINANCE, FINANCIAL SUPPORT, TEACHER ADMINISTRATOR RELATIONSHIP.

THIS 1966 CONFERENCE EXPLORED THE INTERNAL AND EXTERNAL FACTORS THAT INFLUENCE TEACHING, RESEARCH, PLANNING, AND ADMINISTRATION IN THE JUNIOR COLLEGE. THE PRESENTATIONS INCLUDED (1) THE ROLE OF THE COMMUNITY COLLEGE IN FUTURE EDUCATION, (2) GENERAL SOCIAL, CULTURAL, AND INDUSTRIAL CHANGES THAT AFFECT THE JUNIOR COLLEGES, (3) THE URBANIZATION OF SOCIETY, (4) DEVELOPMENTS IN ECONOMICS AND PUBLIC FINANCE, (5) OCCUPATIONAL CHANGES, (6) DEVELOPMENT AND MAINTENANCE OF

EFFECTIVE CURRICULUMS, (7) THE NEED FOR RESPONSIVE ADMINISTRATORS, (8) THE ENCOURAGEMENT OF CONSTRUCTIVE FACULTY-ADMINISTRATOR RELATIONSHIPS, (9) AN INTERIM REPORT ON A TRANSFER-STUDENT STUDY, AND (10) ARTICULATION BETWEEN 2- AND 4-YEAR COLLEGES. SPECIAL ATTENTION WAS GIVEN TO THE RELATIONSHIP OF THE UNIVERSITY TO THE JUNIOR COLLEGE, WITH PARTICULAR REFERENCE TO (1) PREPARATION OF FACULTY AND ADMINISTRATORS, (2) PROGRAMS OF SERVICE AND ASSISTANCE, AND (3) RESEARCH PROGRAMS IN JUNIOR COLLEGE EDUCATION. (HH)

ED 013 634

JC 670 854

ANDERSON, JOHN E.
THE AUTO-CRITIQUE METHOD OF INSTRUCTIONAL EVALUATION.

PUB DATE JUL 64

EDRS PRICE MF-\$0.25 HC-\$0.68 15P.

DESCRIPTORS *JUNIOR COLLEGES, *SELF EVALUATION, *TEACHER EVALUATION, COLUMBUS, COLUMBUS COLLEGE, GEORGIA, INSTRUCTIONAL IMPROVEMENT, TEACHER IMPROVEMENT.

OF 26 FULL-TIME MEMBERS AT COLUMBUS COLLEGE, 19 VOLUNTARILY PARTICIPATED IN A STUDY OF A SELF-EVALUATION PROCEDURE. USING A 7-POINT SCALE, EACH PARTICIPANT RATED HIMSELF ON (1) SPEAKING VOICE, (2) MANNERISMS, (3) KNOWLEDGE OF SUBJECT, (4) HIS ENTHUSIASM, (5) CLASS ENTHUSIASM, (6) DIGRESSIONS, (7) ORGANIZATION AND PREPARATION, (8) USE OF ANALOGIES, EXAMPLES, AND ILLUSTRATIONS, (9) HANDLING OF QUESTIONS, AND (10) GENERAL CLASS ATMOSPHERE. HE THEN RECORDED TWO CLASS SESSIONS DURING A 2-WEEK PERIOD, AND FOLLOWED HIS REVIEW OF THE TAPES BY ANOTHER SELF-RATING. ALTHOUGH NO SIGNIFICANT DIFFERENCES WERE FOUND IN THE TWO RATINGS, AFTER LISTENING TO THE TAPES OF THEIR CLASSES, FIVE TEACHERS RATED THEMSELVES MORE FAVORABLY AND SIX PLACED THEMSELVES LOWER ON THE SCALES. THUS, THERE IS EVIDENCE THAT OVER HALF OF THE PARTICIPANTS WERE SENSITIVE TO THE INFORMATION OBTAINED FROM THE TAPES. THE AUTHOR CONCLUDED THAT, ALTHOUGH LACK OF EXTERNAL CRITERIA MAKES THIS PROCEDURE UNSUITABLE FOR MERIT RATING PURPOSES OR FOR COMPARISON OF ONE INSTRUCTOR WITH ANOTHER, THE METHOD HAS PROMISE FOR THE INDIVIDUAL TEACHER'S SELF-IMPROVEMENT ACTIVITIES. (WO)

ED 013 635

JC 670 855

SADLER, WILLIAM AND OTHERS
IMPROVEMENT OF INSTRUCTION. PROCEEDINGS OF THE JUNIOR COLLEGE ADMINISTRATIVE TEAMS INSTITUTE (4TH, PENSACOLA, FLORIDA, JULY 27-31, 1964). FLORIDA ST. UNIV., TALLAHASSEE FLORIDA UNIV., GAINESVILLE

PUB DATE JUL 64

EDRS PRICE MF-\$0.75 HC-\$7.54 194P.

*DESCRIPTORS *EDUCATIONAL COUNSELING, *INSTRUCTIONAL TELEVISION, *JUNIOR COLLEGES, *TEACHER AIDES, *TEACHER EVALUATION, ARTICULATION (PROGRAM), COLLEGE LIBRARIES, COUNSELORS, FACULTY ADVISORS, LANGUAGE HANDICAPS, LIBRARIES, REMEDIAL READING, TELEVISION.

THESE 1964 PROCEEDINGS INCLUDE DISCUSSIONS OF THE FOLLOWING TO-

PICS--(1) ACADEMIC ADVISING, BY TEACHERS AND BY COUNSELORS, (2) PROFESSIONAL ASSISTANCE FOR INSTRUCTORS, (3) A STATEWIDE TV TEACHING EXPERIMENT, (4) THE BENEFITS OF A REMEDIAL READING COURSE FOR STUDENTS ON PROBATION, (5) A COMMUNICATIONS CLINIC TO CORRECT LANGUAGE DEFICIENCIES ON AN UNSCHEDULED, AS-REQUIRED BASIS, (6) THE VALUE OF STAFF SEMINARS IN ARTICULATING HIGH SCHOOL AND JUNIOR COLLEGE ENGLISH COURSES, (7) THE USE OF TAPES FOR INSTRUCTIONAL SELF-EVALUATION, (8) INSTRUCTIONAL SELF-STUDY, FOLLOWED BY EVALUATION BY VISITING EXPERTS, (9) THE IMPORTANCE OF THE LIBRARY IN THE LEARNING PROCESS, AND (10) THE NECESSITY OF COOPERATION IN BOOK SELECTION BY FACULTY, ADMINISTRATION, AND LIBRARY STAFF. (HH)

ED 013 636

JC 670 860

MEALEY, F.R.

ADMINISTERING COMMUNITY COLLEGE STUDENT PERSONNEL SERVICES, REPORT OF THE ANNUAL PRESIDENTS' INSTITUTE, MIDWEST COMMUNITY COLLEGE LEADERSHIP PROGRAM (5TH, ANN ARBOR, 1965).

MICHIGAN UNIV., ANN ARBOR

PUB DATE 65

EDRS PRICE MF-\$1.00 HC-\$10.72 266P.

DESCRIPTORS *COUNSELING SERVICES, *COUNSELOR FUNCTIONS, *COUNSELOR ROLE, *JUNIOR COLLEGES, *STUDENT PERSONNEL SERVICES, MIDWEST COMM. COLL. LEADERSHIP PROGRAM.

THIS INSTITUTE (JULY 1965) COVERED BOTH IMMEDIATE AND PERIPHERAL ASPECTS OF STUDENT PERSONNEL SERVICES, WITH APPROPRIATE EMPHASIS ON THE SEMI-PROFESSIONAL AND OCCUPATIONAL CURRICULUM. COUNSELING SHOULD PROVIDE THE STUDENT WITH (1) ORIENTATION TO COLLEGE LIFE, (2) APPRAISAL OF HIS ABILITIES AND ATTITUDES, (3) FIRM REGULATIONS FOR SUITABLE COURSE SELECTION, (4) CONSULTATION (CAREER ADVICE, PERSONAL COUNSELING) WITH A PROFESSIONAL COUNSELOR OR FACULTY MEMBER, (5) ENCOURAGEMENT OF HIS PARTICIPATION IN COCURRICULAR ACTIVITIES, AND (6) SERVICES SUCH AS FINANCIAL AID, JOB PLACEMENT, HEALTH, AND HOUSING. AMONG OTHER TOPICS DISCUSSED WERE THE ROLE OF ETHICAL VALUES IN PERSONAL COUNSELING, THE USE OF ELECTRONIC DATA SYSTEMS FOR EFFICIENT PROCESSING OF STUDENT RECORDS, CAREFUL SELECTION OF STAFF FOR GOOD RELATIONS WITH THE ADMINISTRATION, THE FACULTY, AND THE STUDENTS, THE USE OF OLDER STUDENTS TO ORIENT THE YOUNGER, AND THE HAZARDS OF CULTURAL BIAS IN INTELLIGENCE TESTS. SPECIAL CONSIDERATION WAS GIVEN TO THE "NON-STUDENTS", E.G., WORKERS NEEDING ONLY ADDITIONAL OR RETRAINING COURSES, OR OTHER ADULTS REQUIRING SELECTED VOCATIONAL OR AVOCAATIONAL INSTRUCTION. THIS DOCUMENT IS AVAILABLE FOR \$1.25 FROM F. R. MEALEY, EDITOR, MIDWEST COMMUNITY COLLEGE LEADERSHIP PROGRAM, UNIVERSITY OF MICHIGAN, ANN ARBOR, MICHIGAN. (HH)

ED 013 637

JC 670 865

RAINES, MAX S.

THE ESSENTIAL SUPPORTIVE FUNCTIONS IN THE COLLEGE INSTRUCTIONAL PROGRAM.

PUB DATE 65

EDRS PRICE MF-\$0.25 HC-\$1.08 25P.

DESCRIPTORS *JUNIOR COLLEGES, *STUDENT PERSONNEL SERVICES, STUDENT PERSONNEL PROGRAMS.

VISITS TO 70 JUNIOR COLLEGES RESULTED IN THE COMPILATION OF A LIST OF 21 FUNCTIONS WHICH ARE ESSENTIAL IN A BASIC STUDENT PERSONNEL PROGRAM FOR ANY JUNIOR COLLEGE, REGARDLESS OF ITS TYPE, SIZE, LOCATION, OR STAGE OF DEVELOPMENT. THESE FUNCTIONS MAY BE GROUPED INTO SEVEN MAJOR CATEGORIES--(1) ORIENTATION, INCLUDING PRECOLLEGE INFORMATION, CAREER INFORMATION, STUDENT INDUCTION, AND GROUP ORIENTATION, (2) APPRAISAL, INCLUDING APPLICANT APPRAISAL, EDUCATIONAL TESTING, AND PERSONNEL RECORDS, (3) CONSULTATION, WITH SUBCATEGORIES OF APPLICANT CONSULTING, ADVISING, AND COUNSELING, (4) PARTICIPATION IN COCURRICULAR ACTIVITIES AND STUDENT GOVERNMENT, (5) REGULATION, IN SUCH MATTERS AS RECORDS, ACADEMIC POLICY AND PROCEDURE, AND SOCIAL BEHAVIOR, (6) SERVICES OF PLACEMENT AND FINANCIAL ASSISTANCE, (7) ORGANIZATION, WITH RESPECT TO PROGRAM ARTICULATION, INSERVICE EDUCATION, STUDENT PERSONNEL EVALUATION, AND ADMINISTRATION. (WO)

ED 013 638

JC 670 866

SEIBEL, DEAN W.

PUBLISHED STANDARDIZED TESTS - AN ANNOTATED LIST FOR JUNIOR COLLEGES. FIELD STUDIES REPORT SERIES, 3.

EDUCATIONAL TESTING SERVICE, PRINCETON, N.J.

REPORT NUMBER EAS-FSR-3

PUB DATE AUG 67

EDRS PRICE MF-\$0.75 HC-\$6.00 148P.

DESCRIPTORS *ANNOTATED BIBLIOGRAPHIES, *JUNIOR COLLEGES, *TESTS, APTITUDE TESTS, INTELLIGENCE TESTS, INTEREST TESTS, OCCUPATIONAL TESTS.

FROM THE CATALOGS AND OTHER DESCRIPTIVE MATERIALS OF 23 PUBLISHERS OF STANDARDIZED TESTS, THE AUTHOR SELECTED GROUP-TYPE, PAPER AND PENCIL, POST-HIGH SCHOOL, LEVEL MEASUREMENT INSTRUMENTS. INFORMATION ABOUT EACH ENTRY INCLUDES (1) THE TITLE, (2) THE PUBLISHER, (3) WORKING TIME, (4) NUMBER OF EQUIVALENT FORMS, (5) A DESCRIPTION, (6) A REFERENCE NUMBER FOR THE RELEVANT MENTAL MEASUREMENTS YEARBOOK ENTRY, AND (7) REFERENCE TO OTHER RELEVANT LISTINGS. INCLUDED ARE ABILITY TESTS, ACHIEVEMENT TESTS, VOCATIONAL TESTS, "PUPIL SKILLS" TESTS (STUDY METHODS, SOCIAL SKILLS, ETC.), AND INTEREST INVENTORIES. THIS DOCUMENT IS AVAILABLE FOR \$2.00 FROM EVALUATION AND ADVISORY SERVICE, EDUCATIONAL TESTING SERVICE, PRINCETON, NEW JERSEY 08540. (WO)

ED 013 639

JC 670 875

SONDALLE, MARVIN P.

PLANNING, PROGRAMMING, DESIGNING THE COMMUNITY COLLEGE, PROCEEDINGS OF A CONFERENCE SPONSORED BY THE COLLEGE OF ARCHITECTURE AND URBAN PLANNING AND THE CENTER FOR THE DEVELOPMENT OF COMMUNITY COLLEGE EDUCATION (UNIVERSITY OF WASHINGTON, APRIL 24-25, 1967).

WASHINGTON UNIV., SEATTLE,
PUB DATE JUL 67
EDRS PRICE MF-\$0.75 HC-\$5.76 142P.
DESCRIPTORS *BUILDING DESIGN,
*COLLEGE BUILDINGS, *EDUCATIONAL
FACILITIES, *JUNIOR COLLEGES,
*SCHOOL ARCHITECTURE, ARCHITEC-
TURE, CAMPUSES.

PARTICIPANTS AT THIS CONFERENCE
DEFINED THE ESSENTIAL MAJOR STEPS
IN FACILITY PLANNING FOR A NEW CAM-
PUS AS SITE SELECTION, FINANCIAL PRO-
GRAMMING, CAMPUS PLANNING, AND
CONSTRUCTION. THEY ALSO AGREED
THAT THE COLLEGE ADMINISTRATION
AND THE ARCHITECTURAL STAFF MUST
WORK TOGETHER AT EVERY STAGE OF
THE PROGRAM. PRESENT TECHNIQUES
OF ENROLLMENT PREDICTION PERMIT
REASONABLE CERTAINTY IN PLANNING
TO MEET A COLLEGE'S BUILDING RE-
QUIREMENTS, AND WITH THE CURRENT
MODULAR CONCEPT OF CONSTRUCTION,
FACILITIES CAN BE DESIGNED NOT ONLY
FOR IMMEDIATE USE AND FUTURE EX-
PANSION, BUT ALSO FOR EASE OF ALTER-
ATION TO SUIT CHANGES IN PROGRAMS.
AS A LAST STEP, THE FINISHED FACILITY
SHOULD BE EVALUATED TO DETERMINE
WHETHER IT REALLY FULFILLS BOTH
THE PRAGMATIC AND THE AESTHETIC
FUNCTIONS EXPECTED OF IT. (HH)

ED 013 640 JC 670 877

BANDLEY, MARION K.
RELATIONSHIPS OF FACULTY SENATES
(COUNCIL) TO THE ADMINISTRATIVE
STAFF, PRESIDENTS AND/OR SUPERINTEN-
DENTS, AND BOARD OF TRUSTEES IN
SIXTY-EIGHT CALIFORNIA JUNIOR COLLE-
GES AS REPORTED BY THE PRESIDENTS OR
VICE PRESIDENTS.
SAN JOAQUIN DELTA COLL., STOCKTON,
CALIF.

PUB DATE AUG 67
EDRS PRICE MF-\$0.25 HC-\$0.84 10P.
DESCRIPTORS *FACULTY ORGANIZAT-
IONS, *JUNIOR COLLEGES, *POLICY FOR-
MATION, CALIFORNIA, COLLEGE ADMIN-
ISTRATION, COLLEGE FACULTY, TEACHER
ADMINISTRATOR RELATIONSHIP,
TEACHER ROLE.

PRESIDENTS OF 68 CALIFORNIA PUBLIC
JUNIOR COLLEGES RESPONDED TO A
QUESTIONNAIRE CONCERNING THE
PLACE OF THE FACULTY SENATE IN POLI-
CY DEVELOPMENT. AT A MAJORITY OF
THE COLLEGES (1) AN ADMINISTRATIVE
COUNCIL REVIEWED SENATE RECOM-
MENDATIONS BEFORE ACTION BY THE
PRESIDENT, (2) THE SENATE MADE RE-
COMMENDATIONS IN MATTERS OTHER
THAN POLICY, (3) THE SENATE DID NOT
MAKE RECOMMENDATIONS DIRECTLY TO
THE GOVERNING BOARD, (4) CREDIT ON
TEACHING LOAD, OR RELEASED TIME,
WAS NOT GRANTED FOR SENATE SERVI-
CE. AREAS OF MAJOR CONCERN TO FA-
CULTY WERE RANKED IN ORDER OF THE
NUMBER OF RECOMMENDATIONS PRE-
SENTED--(1) INSTRUCTIONAL POLICY, (2)
FACULTY SALARIES AND SALARY SCHED-
ULES, (3) FACULTY PERSONNEL MATTERS
SUCH AS LEAVES, RECRUITMENT, AND
INSURANCE, (4) CLASS SIZE AND WORK
LOAD POLICIES, (5) ACADEMIC FREEDOM
AND CONTROVERSIAL ISSUES, (6) IM-
PROVEMENT OF ARTICULATION AND
TRANSFER PROGRAMS, (7) DEVELOPMENT
OF VOCATIONAL EDUCATION PROGRAMS,
AND (8) AIDING THE LESS ABLE STUDENT.
A COPY OF THE QUESTIONNAIRE AND
THE LEGISLATION AUTHORIZING FACULTY
SENATE IS INCLUDED IN THE REPORT.
(WO)

ED 013 641 JC 670 888
GUIDED STUDIES MEASUREMENT AND EV-
ALUATION REPORT FOR FIRST SEMESTER,
1966-67.

DAYTONA BEACH JUNIOR COLL., FLA.
PUB DATE 67

EDRS PRICE MF-\$0.25 HC-\$2.32 56P.

DESCRIPTORS *JUNIOR COLLEGES,
*LOW ABILITY STUDENTS, *LOW ACHIEV-
ERS, *REMEDIAL PROGRAMS, *STUDENT
CHARACTERISTICS, COLLEGE ENTRANCE
EXAMINATIONS, DAYTONA BEACH JU-
NIOR COLLEGE, FLORIDA, SCAT, STATIS-
TICAL ANALYSIS, STEP, TEST INTER-
PRETATION.

DESIGNED FOR STUDENTS WHO ARE
DEFICIENT IN ACADEMIC SKILLS AT THE
TIME OF ADMISSION, THE GUIDED
STUDIES PROGRAM AT DAYTONA BEACH
JUNIOR COLLEGE IS INTENDED TO HELP
SUCH STUDENTS TOWARD ULTIMATE EN-
ROLLMENT IN THEIR DESIRED PRO-
GRAMS OR TOWARD DISCOVERY OF MORE
APPROPRIATE GOALS. THE PROGRAM IN-
CLUDES ENGLISH, READING, SOCIAL
SCIENCE, AND MATHEMATICS. SELECTED
ON THE BASIS OF PREVIOUS GRADES,
COUNSELOR RECOMMENDATIONS, OR
TEST SCORES AT ENTRANCE, STUDENTS
MAY PROGRESS AT THEIR OWN RATES TO-
WARD MEETING PREREQUISITES FOR EN-
ROLLMENT IN REGULAR COLLEGE
LEVEL CLASSES. ANALYSIS OF TEST
SCORES OF STUDENTS IN THE PROGRAM
SHOWED A WIDE RANGE OF ABILITY
WITH PRONOUNCED NEGATIVE SKEW-
NESS. IN THE SCHOOL AND COLLEGE ABIL-
ITY TESTS, THE MEAN OF THE GROUP WAS
SIGNIFICANTLY BELOW NATIONAL
NORMS, ALTHOUGH THERE WAS CONSID-
ERABLE OVERLAPPING BETWEEN THE
STUDY AND THE NORM GROUPS. SIMILAR
RESULTS WERE OBSERVED IN THE WRIT-
ING SAMPLE OF THE SEQUENTIAL TESTS
OF EDUCATIONAL PROGRESS. BRIEF DES-
CRPTIONS OF THE COURSES AND TA-
BLES OF TEST SCORES, WITH DETAILED
STATISTICAL ANALYSIS, ARE INCLUDED.
(WO)

ED 013 642 JC 670 889

MCGEEVER, JOHN BURTON R.L.
A SURVEY OF DROP-OUTS AND DISCON-
TINUING STUDENTS AND THEIR ATTITUDES
TOWARD SELECTED ASPECTS OF THE JU-
NIOR COLLEGE PROGRAM.
PALOMAR COLL., SAN MARCOS, CALIF.

PUB DATE 15 MAY 65
EDRS PRICE MF-\$0.50 HC-\$2.48 65P.

DESCRIPTORS *DROPOUT RESEARCH,
*JUNIOR COLLEGES, *STUDENT CHARAC-
TERISTICS, *TRANSFER STUDENTS, DRO-
POUT CHARACTERISTICS, STUDENT OPIN-
ION.

THIS SURVEY, PREPARED TO DISCOVER
HOW TO REDUCE STUDENT DROPOUT
RATES, FOUND THE FOLLOWING GENERAL
AREAS OF SIGNIFICANT DISSATISFAC-
TION--(1) PERSONAL COUNSELING AND
ACADEMIC ADVISEMENT, (2) INSTRU-
CTION IN FOREIGN LANGUAGES, ENGLISH,
AND BUSINESS, AND (3) STUDENT AC-
TIVITIES. OTHER, LESS CRITICAL AREAS
NEEDING IMPROVEMENT WERE ALSO
DISCLOSED. TABLES SHOW THE DATA AC-
CORDING TO AGE, SEX, HIGH-SCHOOL RE-
CORDS, REASONS FOR DROP-OUT OR
TRANSFER, AND OTHER CRITERIA. PRO-
GRAMS PLANNED TO CORRECT THE
SOURCES OF THESE DISSATISFACTIONS
ARE NOT INCLUDED IN THE REPORT. (HH)

ED 013 643 JC 670 890

MORGENFELD, GEORGE ROBERT
THE PREDICTION OF JUNIOR COLLEGE

ACHIEVEMENT FROM ADJUSTED SECONDA-
RY SCHOOL GRADE AVERAGES.

ARIZONA UNIV., TUCSON

PUB DATE 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *GRADE PREDICTION,
*HIGH SCHOOL GRADES (SCHOLASTIC),
*JUNIOR COLLEGES, *PREDICTIVE ABIL-
ITY (TESTING), ALFRED STATE AG. AND
TECH. COLLEGE, APTITUDE TESTS, COL-
LEGE ENTRANCE EXAMINATIONS, COL-
LEGE GRADES (SCHOLASTIC), NEW YORK,
STATE UNIVERSITY ADMISSIONS EXAM-
INATION.

THE PURPOSE OF THE STUDY WAS THE
DEVELOPMENT OF A MEANS OF IMPROV-
ING UPON THE USE OF HIGH SCHOOL
GRADE AVERAGES AS PREDICTORS OF
GRADES AT ALFRED STATE COLLEGE.
THE SAMPLE CONSISTED OF STUDENTS
FROM 15 HIGH SCHOOLS WHICH HAD SENT
AT LEAST 20 STUDENTS TO THE COLLEGE
DURING A 6-YEAR PERIOD. AN "INTER-
NAL" SCALING OF HIGH SCHOOL GRADES
WAS DEVELOPED FROM THE REGRES-
SION OF COLLEGE GRADE INDEXES ON
HIGH SCHOOL GRADE AVERAGES. AN "EX-
TERNAL" METHOD INTRODUCED SCORES
ON THE STATE UNIVERSITY ADMISSIONS
EXAMINATION INTO THE REGRESSION
EQUATION. USE OF THE INTERNAL
METHOD OF COMPENSATING FOR INSTI-
TUTIONAL DIFFERENCES IN HIGH
SCHOOL GRADING STANDARDS IM-
PROVED THE COEFFICIENT OF CORRELA-
TION BETWEEN HIGH SCHOOL AND COL-
LEGE GRADES FROM .47 TO .54, A DIFFER-
ENCE SIGNIFICANT AT THE .01 LEVEL.
USE OF THE EXTERNAL METHOD RE-
DUCED THE COEFFICIENT TO .44. THE
AUTHOR DESCRIBES PRACTICAL PROBLEMS
IN PREPARATION OF THE INTERNAL
SCALES AND SUGGESTS THAT USE OF A
TEST WITH BETTER PREDICTIVE ABILITY
THAN THE ONE USED IN THIS STUDY MAY
RESULT IN BETTER PREDICTION
THROUGH THE EXTERNAL METHOD. THIS
DISSERTATION IS AVAILABLE FROM UNI-
VERSITY MICROFILMS, INC., 313 NORTH
FIRST ST., ANN ARBOR, MICHIGAN 48107.
(WO)

ED 013 644 JC 670 891

HAKANSON, JOHN W.
SELECTED CHARACTERISTICS, SOCIOECON-
OMIC STATUS, AND LEVELS OF ATTAIN-
MENT OF STUDENTS IN PUBLIC JUNIOR
COLLEGE OCCUPATION-CENTERED EDUC-
ATION.
CALIFORNIA UNIV., BERKELEY, SCHOOL
OF EDUC.

REPORT NUMBER BR-6-8420

PUB DATE 30 APR 67

GRANT OEG-4-6-68420-1581

EDRS PRICE MF-\$0.25 HC-\$1.96 47P.

DESCRIPTORS *JUNIOR COLLEGES, *SO-
CIOECONOMIC BACKGROUND, *TERMI-
NAL STUDENTS, *VOCATIONAL EDUCAT-
ION, TERMINAL EDUCATION.

A STUDY OF 1,000 STUDENTS WHO EN-
TERED SIX PUBLIC JUNIOR COLLEGES IN
FALL 1969 WAS DESIGNED TO IDENTIFY
CERTAIN CHARACTERISTICS OF STUD-
ENTS IN TERMINAL OCCUPATIONAL
PROGRAMS. THE EMPHASIS WAS ON SO-
CIOECONOMIC BACKGROUND. OF THE 319
STUDENTS WHO SPENT SOME TIME IN OC-
CUPATIONAL PROGRAMS, (1) MOST EN-
ROLLED IN SUCH PROGRAMS DIRECTLY
FOLLOWING HIGH SCHOOL GRADUATION,
RATHER THAN AS A RESULT OF LACK OF
SUCCESS IN TRANSFER PROGRAMS, (2)
MOST, ESPECIALLY AMONG THE WOMEN,
HAD TAKEN OCCUPATIONAL COURSES IN
HIGH SCHOOL, (3) 60 PERCENT DID NOT

COMPLETE THE PROGRAM, AND (4) MOST ENROLLMENTS AND COMPLETIONS WERE FROM THE MIDDLE SOCIOECONOMIC LEVEL. ALTHOUGH ONLY 14 PERCENT OF THOSE WHO FAILED TO COMPLETE TRANSFER PROGRAMS CHANGED TO OCCUPATIONAL CURRICULA, ALMOST ONE-THIRD OF MALE TERMINAL STUDENTS WITH MIDDLE SOCIOECONOMIC STATUS HAD TRIED A TRANSFER PROGRAM BEFORE ENROLLING IN AN OCCUPATIONAL PROGRAM. THE AUTHOR CONCLUDES THAT (1) LOW AND MIDDLE SOCIOECONOMIC GROUPS ARE MORE LIKELY TO COMPLETE OCCUPATIONAL PROGRAMS THAN ARE THOSE OF HIGH STATUS, (2) THE COLLEGES ARE FAILING IN AN IMPORTANT FUNCTION OF HELPING ACADEMIC PROGRAM DROPOUTS TO REASSESS THEIR GOALS RATHER THAN WITHDRAW, (3) THE COLLEGES SHOULD RECRUIT MORE HIGH SCHOOL GRADUATES DIRECTLY INTO OCCUPATIONAL PROGRAMS, AND (4) STUDENTS MUST BE BROUGHT TO A BETTER UNDERSTANDING OF THEIR ATTITUDES AND LIMITATIONS, AND OF THEIR OWN RESPONSIBILITIES FOR THE DEGREE TO WHICH THEY COMMIT THEMSELVES TO A CHOSEN COURSE OF STUDY. (WO)

ED 013 645 **JC 670 892**
TOMLINSON, ROBERT M. AND OTHERS
PRACTICAL NURSING IN ILLINOIS—A PROFILE.
 ILLINOIS UNIV., URBANA, COLL. OF EDUCATION
 ILLINOIS STATE BOARD OF VOC. EDUC. AND REHABIL.

EDRS PRICE MF-\$0.75 HC-\$6.96 172P.
DESCRIPTORS *JUNIOR COLLEGES, *MEDICAL SERVICES, *PARAMEDICAL OCCUPATIONS, *PRACTICAL NURSES, *SUBPROFESSIONALS, CURRICULUM PLANNING, EMPLOYMENT TRENDS, ILLINOIS, NURSES, VOCATIONAL EDUCATION.

THIS DOCUMENT, THE FIRST OF FIVE PLANNED REPORTS, PRESENTS THE HISTORY AND BACKGROUND OF PRACTICAL NURSING, WITH PARTICULAR REFERENCE TO ILLINOIS. IT DESCRIBES THE BETTER LICENSING PROCEDURES AND STANDARDS THAT HAVE COME WITH THE INCREASED RECOGNITION OF THE VALUE OF THE OCCUPATION TO THE MEDICAL PROFESSION. THE REPORT ALSO DESCRIBES A 1600-HOUR CURRICULUM, INCLUDING THEORY AND PRACTICE, SUGGESTED BY THE ILLINOIS DEPARTMENT OF REGISTRATION AND EDUCATION IN 1965. TABLES GIVE DATA ON THE PRESENT BACKGROUND OF THE NURSES (BY EDUCATION AND EXPERIENCE), ON THEIR CHARACTERISTICS (MOST NOTABLY, DEVOTION TO THEIR CAREERS AND STABILITY IN THE LABOR MARKET), ON PRESENT EMPLOYMENT IN ILLINOIS AND ADJACENT AREAS, AND ON THE NEED FOR ADDITIONAL RECRUITMENT AND TRAINING TO FILL CURRENT AND FUTURE NEEDS. (HH)

ED 013 646 **JC 670 897**
GODDARD, MERL LEE
THE POTENTIAL ROLE OF THE JUNIOR COLLEGE IN EDUCATION FOR BUSINESS, MONOGRAPH C-15.

PUB DATE FEB 67
EDRS PRICE MF-\$0.50 HC-\$2.60 63P.
DESCRIPTORS *BUSINESS EDUCATION, *JUNIOR COLLEGES, *OFFICE OCCUPATIONS EDUCATION, CURRICULUM DEVELOPMENT, ECONOMICS, SUBPROFESSIONALS, VOCATIONAL EDUCATION.

THE AUTHOR ANALYZED THE RELATIONSHIP BETWEEN TRENDS IN JUNIOR COLLEGE EDUCATION IN GENERAL AND EDUCATION FOR BUSINESS IN PARTICULAR. ACCORDING TO COMMUNITY REQUIREMENTS, THE COLLEGE ADMINISTRATION CAN CHOOSE AND DEVELOP COURSE OFFERINGS SUCH AS THE FOLLOWING—(1) A PROGRAM BASED ON SPECIFIC NEEDS OF LOCAL BUSINESS AND INDUSTRY, (2) A TERMINAL VOCATIONAL PROGRAM FOR THE SEMI-PROFESSIONAL, WITH ENOUGH GENERAL EDUCATION TO AVOID OVERSPECIALIZATION, (3) A TRANSFER PROGRAM WHICH INCLUDES BUSINESS AND ECONOMICS BACKGROUND COURSES, (4) BUSINESS AND ECONOMICS COURSES IN THE GENERAL CURRICULUM FOR THE STUDENT'S PERSONAL USE (DAILY BUSINESS TRANSACTIONS, INFORMED VOTING, ETC.), (5) A PROGRAM ARTICULATED WITH THOSE OF OTHER INSTITUTIONS TO PREVENT LOSS OF CREDITS, AND (6) COURSES FOR RE-TRAINING OR UPDATING THOSE ALREADY EMPLOYED OR WISHING TO RE-ENTER THE JOB MARKET. WHATEVER PROGRAM OF COURSES IS CHOSEN, IT MUST BE CONSTANTLY EVALUATED AND IMPROVED WHERE POSSIBLE. THIS DOCUMENT IS AVAILABLE FROM SOUTH-WESTERN PUBLISHING CO., 11 GUITTARD RD., BURLINGAME, CALIF. 94010. (HH)

ED 013 647 **JC 670 898**
STRELOFF, ALEXANDER N.
GUIDE TO PUBLIC RELATIONS FOR JUNIOR COLLEGES, MONOGRAPH C-8.
PUB DATE MAR 61
EDRS PRICE MF-\$0.25 HC-\$1.80 43P.

DESCRIPTORS *COMMUNITY ATTITUDES, *JUNIOR COLLEGES, *PROMOTION (PUBLICIZE), *PUBLIC RELATIONS, *SCHOOL COMMUNITY RELATIONSHIP, COMMUNICATIONS.

THE AUTHOR DEFINES PUBLIC RELATIONS AND DESCRIBES ITS RECIPROCAL VALUE TO THE COLLEGE AND ITS "PUBLICS." THE OFFICE OF PUBLIC RELATIONS, WHETHER STAFFED BY FACULTY AND ADMINISTRATIVE PERSONNEL OR BY OUTSIDE EXPERTS, MUST BE ABLE (1) ASSEMBLE ITS FACTS ON (A) THE COLLEGE GOALS, (B) AREAS OF PUBLIC IGNORANCE, (C) JUSTIFIED CRITICISM, AND (D) AVAILABLE RESOURCES, (2) BLUEPRINT ITS TARGET IN ORDER TO SET UP (A) ITS ORGANIZATIONAL CHANNELS, (B) ITS PHYSICAL FACILITIES, AND (C) ITS SOURCES OF INFORMATION, AND (3) MAKE FULL USE OF SUCH SOURCES OF INFORMATION AS (A) FACULTY, (B) CURRICULUM AND INSTRUCTION, (C) ADMINISTRATION, (D) STUDENTS, (E) CLASSIFIED PERSONNEL, (F) COLLEGE EVENTS, AND (G) COMMUNITY SERVICES. TO ACCOMPLISH THESE THREE MAJOR TASKS, THE PUBLIC RELATIONS STAFF MUST (1) SELECT SUITABLE TOOLS AND TECHNIQUES OF COMMUNICATION, (2) STRESS INSERVICE TRAINING OF PERSONNEL, AND (3) CONSTANTLY REVIEW, EVALUATE, AND REVISE THE PROGRAM ACCORDING TO ITS SUCCESS IN MEETING ITS OBJECTIVES. THE STAFF MUST RECOGNIZE THAT IT HAS TO RECEIVE AS WELL AS DISSEMINATE INFORMATION. A CHECKLIST OF STEPS FOR SETTING UP A PUBLIC RELATIONS PROGRAM IS INCLUDED. THIS DOCUMENT IS AVAILABLE FROM SOUTH-WESTERN PUBLISHING CO., 11 GUITTARD RD., BURLINGAME, CALIF. 94010. (HH)

ED 013 648 **JC 670 900**
MONTEREY PENINSULA JUNIOR COLLEGE DISTRICT, MONTEREY, CALIFORNIA 93940.
ADOPTION BUDGET, FISCAL YEAR 1967-68.
MONTEREY PENINSULA JUNIOR COLLEGE DISTRICT, CALIF.

PUB DATE 67
EDRS PRICE MF-\$0.50 HC-\$2.84 69P.
DESCRIPTORS *BUDGETS, *EDUCATIONAL FINANCE, *JUNIOR COLLEGES, EXPENDITURES, INCOME.

AN EXAMPLE OF AN ADOPTED BUDGET FOR A JUNIOR COLLEGE OF MEDIUM SIZE IS PRESENTED IN TABULAR FORM, SHOWING CHANGES IN FINANCES OVER A PERIOD OF FIVE YEARS, PLUS AN ESTIMATE FOR THE COMING YEAR. THE FIGURES ARE GIVEN IN DOLLAR VALUES AND IN PERCENTAGES FOR ALL SOURCES OF INCOME AND, IN DETAIL, FOR TEN MAJOR CATEGORIES OF EXPENDITURE. (HH)

ED 013 649 **JC 670 901**
KEIM, WILLIAM A. AND OTHERS
REPORT AND RECOMMENDATION FOR LEARNING MATERIALS CENTER.
CERRITOS COLL., NORWALK, CALIF.
PUB DATE SEP 67
EDRS PRICE MF-\$0.50 HC-\$3.06 75P.

DESCRIPTORS *COLLEGE BUILDINGS, *EDUCATIONAL SPECIFICATIONS, *INSTRUCTIONAL MATERIALS CENTERS, *JUNIOR COLLEGES, LIBRARY FACILITIES.

THIS REPORT IS A HISTORY OF THE DEVELOPMENT OF A SET OF EDUCATIONAL SPECIFICATIONS FOR THE EXPANSION OF AN EXISTING LIBRARY AND THE ADDITION OF AN INSTRUCTIONAL MATERIALS CENTER. PRELIMINARY CONSIDERATION WAS GIVEN TO THE METHODS OF INSTRUCTION AT THE COLLEGE, THE STUDENTS, THE FACULTY, AND THE AVAILABLE FINANCIAL RESOURCES. A GENERAL STUDY COMMITTEE WAS DIVIDED INTO SUBCOMMITTEES ON (1) LIBRARY SERVICES, (2) AUDIOVISUAL AND MATERIALS PREPARATION, (3) COMPUTERIZED LEARNING, AND (4) STUDENT EVALUATION AND INDEPENDENT STUDY. FROM THE WORK OF THESE COMMITTEES, EDUCATIONAL SPECIFICATIONS WERE DEVELOPED FOR BUILDING AREAS FOR LIBRARY SERVICES, TECHNICAL SERVICES, PUBLIC SERVICES (REFERENCE, CIRCULATION, AND OTHERS), A REFERENCE ROOM, A PERIODICAL ROOM, A CIRCULATION DESK, A RESERVE BOOK READING ROOM, OPEN STACKS FOR GENERAL COLLECTIONS, A CARD CATALOG, A CLASSROOM, A FACULTY READING ROOM, ADMINISTRATIVE SERVICES, AUDIOVISUAL SERVICES, MATERIALS PREPARATION, INDEPENDENT STUDY, AND EXPERIMENTAL CLASSROOM, LISTENING SERVICES, SCHEMATIC DRAWINGS, COMMITTEE REPORTS, AND DETAILED EDUCATIONAL SPECIFICATIONS ARE PROVIDED. (WO)

ED 013 650 **JC 670 902**
REPORT OF THE STUDY MADE AS PART OF THE FIFTH ADMINISTRATIVE TEAMS INSTITUTE FROM JEFFERSON STATE JUNIOR COLLEGE.

EDRS PRICE MF-\$0.25 HC-\$0.32 6P.
DESCRIPTORS *COLLEGE FACULTY, *INSERVICE TEACHER EDUCATION, *JUNIOR COLLEGES, *TEACHER ORIENTATION, ALABAMA, BIRMINGHAM, NEW COLLEGES.
 WHEN JEFFERSON STATE JUNIOR COLLEGE OPENED IN 1965, 49 PERCENT OF ITS FACULTY WERE FORMER ALABAMA SEN-

IOR COLLEGE PROFESSORS, 41 PERCENT WERE FORMER SECONDARY SCHOOL TEACHERS, AND 10 PERCENT CAME FROM PUBLIC JUNIOR COLLEGES IN OTHER STATES. THIS VARIETY, PLUS THE SPECIAL CHARACTERISTICS OF THE ALABAMA JUNIOR COLLEGE SYSTEM, NECESSITATED A COMPREHENSIVE FACULTY ORIENTATION PROGRAM. A COURSE IN JUNIOR COLLEGE EDUCATION WAS ORGANIZED FOR THE FACULTY, WHO TOOK THE COURSE FOR CREDIT, AUDITED, OR ATTENDED CERTAIN SESSIONS, IN ACCORDANCE WITH THEIR BACKGROUND. A PRACTICAL RESULT OF THE COURSE WAS THE DEVELOPMENT OF SEVERAL INSTRUCTIONAL PROGRAMS AS CLASS PROJECTS. CLASSROOM VISITS WERE FOLLOWED BY CONFERENCES WITH FACULTY MEMBERS. INFORMAL AND FORMAL DISCUSSION GROUPS SERVED AS ANOTHER MEANS OF ORIENTATION. PRE- AND POST-TESTING IN THE COURSE SHOWED DESIRABLE CHANGES, AND THE ADMINISTRATION NOTED CHANGES IN ATTITUDES OF MANY STAFF MEMBERS. RESULTS OF A QUESTIONNAIRE ADMINISTERED AT THE END OF THE COURSE COMPARED FAVORABLY WITH RESPONSES OF A NATIONWIDE SURVEY, AND THE AUTHOR CONCLUDED THAT THE LOCAL RETRAINING AND ORIENTATION PROGRAM WAS BASICALLY SUCCESSFUL IN AT LEAST 90 PERCENT OF THE CASES. (WO)

ED 013 651 **JC 670 904**
FACULTY PARTICIPATION IN COMMUNITY COLLEGE GOVERNANCE--AN ANNOTATED BIBLIOGRAPHY.

WASHINGTON UNIV., SEATTLE,
REPORT NUMBER CDCCE-OP-3
PUB DATE SEP 67

EDRS PRICE MF-\$0.25 HC-\$0.96 22P.

DESCRIPTORS *COLLEGE FACULTY, *EDUCATIONAL ADMINISTRATION, *INSTRUCTIONAL STAFF, *JUNIOR COLLEGES, ADMINISTRATIVE POLICY, CALIFORNIA, POLICY FORMATION, TEACHER ADMINISTRATOR RELATIONSHIP, TEACHER ROLE.

THIS BIBLIOGRAPHY IS AN ANNOTATED LISTING OF PAPERS WRITTEN BETWEEN 1956 AND 1967, PERTINENT TO THE QUESTION AMONG FACULTY AND ADMINISTRATION AS TO WHAT PART THE FACULTY SHOULD TAKE IN POLICY FORMULATION AND DECISION MAKING IN THE JUNIOR COLLEGE. JOURNAL ARTICLES, BOOKS, AND DISSERTATIONS DETAILING THE PROBLEM AND OFFERING SOLUTIONS ARE LISTED AND DESCRIBED. (HH)

ED 013 652 **JC 670-911**

FOLGUERAS, LUIS E.

NURSING EDUCATION THROUGH MULTISENSORY APPROACHES. REPORT OF A WORKSHOP (DELTA COLLEGE, UNIVERSITY CENTER, MICHIGAN, DECEMBER 4, 1966). DELTA COLL., UNIVERSITY CENTER, MICH.

PUB DATE 08 DEC 66

EDRS PRICE MF-\$0.25 HC-\$2.28 55P.

DESCRIPTORS *AUDIOVISUAL INSTRUCTION, *AUTOINSTRUCTIONAL PROGRAMS, *JUNIOR COLLEGES, *NURSES, *PARAMEDICAL OCCUPATIONS, DELTA COLLEGE, HEALTH OCCUPATIONS EDUCATION, MICHIGAN, SUBPROFESSIONALS, UNIVERSITY CENTER.

THIS 1966 WORKSHOP DEALT WITH THE PREPARATION OF AUTO-TUTORIAL LABORATORY TECHNIQUES FOR NURSING TRAINING FOR GRADUATES, STUDENTS,

AIDES, AND PATIENTS. TAPE RECORDERS, FORMS, TRANSPARENCIES, AND OTHER AUDIO-VISUAL AIDS BRING DISCUSSION, DEMONSTRATION, AND PRACTICE INTO CLOSE SEQUENCE. THEY ARE USEFUL (1) IN THE PRESENTATION OF MANY NURSING PROCEDURES (CARE OF CASTS, TRACTION, GOWNING, BED-MAKING, ETC.), (2) IN PRECONDITIONING THE STUDENT TO TRAUMATIC SIGHTS (EPILEPTIC SEIZURE, MAJOR SURGERY, AUTOPSY), (3) IN CLARIFICATION OR ADDED COMPREHENSION OF LECTURE MATERIALS, (4) IN PRESENTING INTERVIEW TECHNIQUES, (5) IN PROVIDING IMMEDIATE FEEDBACK AND THEREBY STRENGTHENING STUDENT-INSTRUCTOR RELATIONSHIPS, AND (6) IN ALLOWING MORE EFFECTIVE USE OF THE FACULTY IN TEACHING INCREASING NUMBERS OF STUDENTS. THE STUDENT SETS HIS OWN PACE AND, WITHIN REASON, MAY TAKE HIS TEST WHEN READY. THIS HAS SEVERAL POSITIVE RESULTS--(1) HIS MOTIVATION IS MAINTAINED, (2) HE GAINS SATISFACTION BY SHOWING THAT HE IS SURE OF HIS KNOWLEDGE, (3) HE IS NOT FRUSTRATED BY WORKING BESIDE SLOWER OR FASTER LEARNERS, (4) HE CAN USE THE INSTRUCTOR'S TIME MORE FLEXIBLY, AND (5) HE FINDS NO FLUCTUATION IN THE QUALITY OF HIS INSTRUCTION. (HH)

ED 013 653 **JC 670 914**

WILLIAMS, CYRUS PAUL

THE SOURCE, SCHOLASTIC ABILITY, ATTITUDE, ACHIEVEMENT, AND REACTIONS OF STUDENTS ADMITTED TO WHARTON COUNTY JUNIOR COLLEGE. HOUSTON UNIV., TEX., COLL. OF EDUCATION

PUB DATE AUG 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *FOLLOWUP STUDIES, *JUNIOR COLLEGES, *STUDENT CHARACTERISTICS, *STUDENT OPINION, *SURVEYS, CURRICULUM EVALUATION, DOCTORAL THESES, QUESTIONNAIRES, STUDENT ATTITUDES, STUDENT COLLEGE RELATIONSHIP, TEXAS, WHARTON, WHARTON COUNTY JUNIOR COLLEGE.

IN A 4-YEAR STUDY OF 598 FRESHMEN WHO ENTERED WHARTON COUNTY JUNIOR COLLEGE, TEXAS, IN FALL 1961, THE AUTHOR USED A QUESTIONNAIRE, PLUS HIGH SCHOOL, JUNIOR COLLEGE, AND SENIOR COLLEGE RECORDS TO IDENTIFY THE SOURCES AND ABILITIES OF THE STUDENTS, TO TRACE THEIR ACHIEVEMENTS THROUGH JUNIOR AND SENIOR COLLEGE, TO DISCOVER THEIR OPINIONS OF THE JUNIOR COLLEGE, AND TO IDENTIFY THEIR PROBLEMS OF ADJUSTMENT (ACADEMIC, PERSONAL, OR VOCATIONAL). THE DATA INDICATED THAT, WHILE THE JUNIOR COLLEGE WAS HELD IN HIGH ESTEEM BY MOST OF THE RESPONDING 291 STUDENTS, IT SHOULD TAKE STEPS TO (1) INCREASE THE PROBABILITY OF STUDENT SUCCESS, (2) ENCOURAGE COMPLETION OF JUNIOR COLLEGE BEFORE TRANSFER, (3) INSTILL BETTER STUDY HABITS WITH A RESULTANT RAISING OF ASPIRATIONS, (4) FIND A WAY TO MAINTAIN RELATIONSHIPS WITH THOSE WHO DID NOT REPLY TO THE QUESTIONNAIRE, (5) IDENTIFY POTENTIAL DROPOUTS EARLIER AND ENCOURAGE THEM TO STAY IN COLLEGE, (6) EXPERIMENT WITH SCHOLASTIC PROBATION TO PREPARE THE STUDENTS FOR SENIOR COLLEGE STANDARDS, AND (7) IMPROVE GUIDANCE SERVICES TO HELP STUDENTS FIND MORE SATISFACTORY JOBS. THIS DISSER-

TATION IS AVAILABLE AS DOCUMENT NO. 67-2023 FOR \$3.75 (MICROFILM) OR \$13.05 (XEROGRAPHIC COPY) FROM UNIVERSITY MICROFILMS, INC., 313 NORTH FIRST STREET, ANN ARBOR, MICHIGAN 48107. (HH)

ED 013 654 **JC 670 916**

KEENE, JAMES W.

AN ECONOMETRIC MODEL OF THE CALIFORNIA PUBLIC JUNIOR COLLEGE OPERATING YEAR-ROUND. CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO

PUB DATE 67

EDRS PRICE MF-\$0.75 HC-\$6.44 159P.

DESCRIPTORS *JUNIOR COLLEGES, *MATHEMATICAL MODELS, *QUARTER SYSTEM, *SEMESTER DIVISION, CALIFORNIA, MODELS, SCHOOL CALENDARS, SCHOOL SCHEDULES, YEAR ROUND SCHOOLS.

BASED ON EMPIRICAL DATA ACCUMULATED FROM TWELVE JUNIOR COLLEGES UNDER THE 2-SEMESTER CALENDAR, THE MODEL DEVELOPED IN THIS STUDY CAN BE USEFUL IN PREDICTING CHANGES IN PLANT USE UNDER THE 4-QUARTER CALENDAR. THIS CALENDAR REVISION HAS FOUR CONSTRAINTS--(1) THE SENIOR INSTITUTIONS IN THE STATE HAVE ADOPTED IT, (2) THE STUDENT'S CHOICE OF QUARTER IN WHICH TO ENROLL CAN NOT BE CONTROLLED, (3) FEEDER HIGH SCHOOLS GENERALLY FOLLOW THE JUNE GRADUATION PATTERN, MAKING ARTICULATION OF TERMS DIFFICULT, AND (4) JUNIOR COLLEGE STUDENTS HAVE A HIGH-ATTRITION AND LOW-PERSISTENCE CHARACTERISTIC. WITHIN THESE PARAMETERS, THE MODEL PROVIDES A COMPARISON OF PLANT USE UNDER VARIOUS ENROLLMENT PATTERNS AND VARYING PROPORTIONS OF STUDENTS ELECTING YEAR-ROUND ATTENDANCE. THE MODEL CAN ALSO BE USED TO EXAMINE SUBPOPULATIONS (E.G. BY SEX AND BY SCHOLASTIC ABILITY) AND TO COMPUTE THEIR EFFECTS ON FACILITY USE. THE EVIDENCE ALSO INDICATES THAT, AS PART OF THIS PREDICTIVE STUDY, FURTHER RESEARCH IS NEEDED ON THE CHARACTERISTICS OF COLLEGES AS THEY RELATE TO EACH OTHER AND TO THEIR COMMUNITIES, AND ON THE RELATIVE APTITUDES OF MEN AND WOMEN STUDENTS IN URBAN COLLEGES. THE COMPUTATIONS ARE ILLUSTRATED BY GRAPHS AND CHARTS. (HH)

ED 013 655 **JC 670 917**

COX, RICHARD C. UNKS, NANCY JORDAN

A SELECTED AND ANNOTATED BIBLIOGRAPHY OF STUDIES CONCERNING THE TAXONOMY OF EDUCATIONAL OBJECTIVES--COGNITIVE DOMAIN.

PITTSBURGH UNIV., PA., LEARNING RES. AND DEV. CTR.

REPORT NUMBER UP-WP-13

PUB DATE JUN 67

EDRS PRICE MF-\$0.25 HC-\$1.56 37P.

DESCRIPTORS *ANNOTATED BIBLIOGRAPHIES, *EDUCATIONAL OBJECTIVES, *JUNIOR COLLEGES, *TAXONOMY, COGNITIVE MEASUREMENT, EVALUATION METHODS, TAXONOMY OF EDUCATIONAL OBJECTIVES, TESTING.

THE AUTHORS HAVE COMPILED AN ANNOTATED LIST OF 61 REPORTS OF STUDIES AND OTHER DOCUMENTS CONCERNING THE USE OF THE TAXONOMY AT VARIOUS LEVELS OF EDUCATION. (WO)

ED 013 656

JC 670 918

ROUECHE, JOHN E.

THE JUNIOR AND COMMUNITY COLLEGE-A BIBLIOGRAPHY OF DOCTORAL DISSERTATIONS, 1964-1966.

CALIFORNIA UNIV., LOS ANGELES
AMERICAN ASSN. OF JUNIOR COLLEGES,
WASHINGTON, D.C.

PUB DATE 67

EDRS PRICE MF-\$0.25 HC NOT AVAILABLE
FROM EDRS. 22P.

DESCRIPTORS *BIBLIOGRAPHIES, *DOCTORAL THESES, *JUNIOR COLLEGES,
IN ADDITION TO AN ALPHABETICAL
LISTING OF 214 DISSERTATIONS ABOUT
THE JUNIOR COLLEGE, A SUBJECT INDEX
AND AN INDEX OF INSTITUTIONAL
SOURCES ARE PROVIDED. THIS DOCUMENT
IS AVAILABLE IN HARD COPY FOR
\$1.00 FROM AMERICAN ASSOCIATION OF
JUNIOR COLLEGES, 1316 SIXTEENTH ST.,
NW, WASHINGTON, D.C. 20036. (WO)

ED 013 657

JC 670 921

WINANDY, DONALD H.

THE ACADEMIC DEANSHIP-AN ANNOTATED BIBLIOGRAPHY.

EDRS PRICE MF-\$0.25 HC-\$0.52 11P.

DESCRIPTORS *ANNOTATED BIBLIOGRAPHIES, *COLLEGE DEANS, *HIGHER EDUCATION, *JUNIOR COLLEGES, ADMINISTRATIVE PERSONNEL,

THIS ANNOTATED BIBLIOGRAPHY CONTAINS INFORMATION CONCERNING 43 BOOKS AND OTHER DOCUMENTS ABOUT THE WORK OF THE ACADEMIC DEAN IN UNDERGRADUATE COLLEGIATE EDUCATION. (WO)

ED 013 658

JC 670 922

LINDSEY, SYLVIA AND OTHERS

JUNIOR COLLEGE JOURNAL INDEX, 1930-1967.

AMERICAN ASSN. OF JUNIOR COLLEGES,
WASHINGTON, D.C.

PUB DATE 67

EDRS PRICE MF-\$1.25 HC-\$11.72 291P.

DESCRIPTORS *INDEXES (LOCATORS), *JUNIOR COLLEGES, PERIODICALS,

ALL ARTICLES IN THE JUNIOR COLLEGE JOURNAL (OCTOBER 1930-MAY 1967) ARE LISTED BY SUBJECT, AUTHOR AND TITLE. (WO)

ED 013 659

JC 670 924

ROUECHE, JOHN E.

RESEARCH STUDIES OF THE JUNIOR COLLEGE DROPOUT.

CALIFORNIA UNIV., LOS ANGELES

AMERICAN ASSN. OF JUNIOR COLLEGES,
WASHINGTON, D.C.

PUB DATE OCT 67

EDRS PRICE MF-\$0.25 HC-\$0.24 4P.

DESCRIPTORS *DROPOUT PREVENTION, *DROPOUT RESEARCH, *JUNIOR COLLEGES, *RESEARCH REVIEWS (PUBLICATIONS), CLEARINGHOUSES, DROPOUT CHARACTERISTICS,

A REVIEW OF 16 INSTITUTIONAL RESEARCH REPORTS IN THE CLEARINGHOUSE FOR JUNIOR COLLEGE INFORMATION INDICATES THE TYPE OF EFFORTS BEING MADE BY JUNIOR COLLEGES TO REDUCE THEIR NUMBERS OF DROPOUTS. QUESTIONNAIRE STUDIES, ANALYSIS OF STUDENT CHARACTERISTICS, AND ADJUSTMENT OF INSTITUTIONAL POLICIES AND PROCEDURES ARE TYPICAL PRACTICES. INSTITUTIONAL REPORTS INDICATE THAT ALTHOUGH THERE IS LITTLE RELATIONSHIP BETWEEN ATTRITION AND ABILITY AS SHOWN BY GRADE RE-

CARDS OR COLLEGE ENTRANCE EXAMINATIONS, A RELATIONSHIP APPEARS TO EXIST BETWEEN DROPOUT RATES AND CERTAIN NONINTELLECTIVE FACTORS. THE AUTHOR RECOMMENDS FURTHER RESEARCH INTO SUCH FACTORS, THE REASONS FOR DROPOUTS, AND THE ACCOMPLISHMENTS OF STUDENTS WHO LEAVE JUNIOR COLLEGES BEFORE COMPLETION OF THEIR PROGRAMS. (WO)

ED 013 660

JC 670 934

HARLACHER, ERVIN L.

EFFECTIVE JUNIOR COLLEGE PROGRAMS OF COMMUNITY SERVICES-RATIONALE, GUIDELINES, PRACTICES.

CALIFORNIA UNIV., LOS ANGELES

REPORT NUMBER UCLA-JCLP-OR-10

PUB DATE SEP 67

EDRS PRICE MF-\$0.50 HC-\$3.00 75P.

DESCRIPTORS *COMMUNITY COOPERATION, *COMMUNITY SERVICE PROGRAMS, *JUNIOR COLLEGES, *PUBLIC RELATIONS, *SCHOOL COMMUNITY RELATIONSHIP,

FROM A STUDY OF 99 JUNIOR COLLEGES, THE AUTHOR DESCRIBES FOUR MAJOR PROGRAM OBJECTIVES OF COMMUNITY SERVICES-(1) TO MAKE THE COLLEGE A CENTER OF COMMUNITY LIFE THROUGH USE OF ITS FACILITIES BY COMMUNITY GROUPS, (2) TO PROVIDE EDUCATIONAL SERVICES OF THE PROFESSIONAL STAFF TO ASSIST IN THE SOLUTION OF COMMUNITY PROBLEMS, (3) TO PROMOTE THE CULTURAL, INTELLECTUAL, SOCIAL, AND RECREATIONAL LIFE OF THE COMMUNITY, AND (4) TO INTERPRET THE COLLEGE AND ITS PROGRAM TO THE COMMUNITY AND ELICIT ITS ACTIVE SUPPORT. TABLES LIST DETAILS OF THE SERVICES THAT A BASIC COMMUNITY SERVICE PROGRAM SHOULD INCLUDE. THE AUTHOR POINTS OUT THAT EFFECTIVE ADMINISTRATION INCLUDES DETERMINING THE NATURE AND SCOPE OF THE PROGRAM, SECURING COMMUNITY AND COLLEGE SUPPORT FOR IT, ORGANIZING THE COMPLETE OPERATION, AND MAINTAINING CONSTANT SUPERVISION AND EVALUATION. (HH)

ED 013 661

JC 670 938

ROUECHE, JOHN E.

THE JUNIOR COLLEGE REMEDIAL PROGRAM.

CALIFORNIA UNIV., LOS ANGELES

AMERICAN ASSN. OF JUNIOR COLLEGES,
WASHINGTON, D.C.

PUB DATE NOV 67

EDRS PRICE MF-\$0.25 HC-\$0.24 4P.

DESCRIPTORS *JUNIOR COLLEGES, *LOW ABILITY STUDENTS, *LOW ACHIEVERS, *REMEDIAL PROGRAMS, PROGRAM EVALUATION, RESEARCH REVIEWS (PUBLICATIONS),

A REVIEW OF 20 DOCUMENTS IN THE ERIC CLEARINGHOUSE FOR JUNIOR COLLEGE INFORMATION WAS THE BASIS FOR THIS REPORT ON REMEDIAL INSTRUCTION. MOST JUNIOR COLLEGES, HAVING AN "OPEN DOOR" ADMISSION POLICY, ARE ENROLLING INCREASING NUMBERS OF LOW ABILITY STUDENTS, AND ACCEPT REMEDIATION AS A LEGITIMATE FUNCTION. WHILE REMEDIAL PROGRAMS ARE COMMON AMONG JUNIOR COLLEGES, MOST AVAILABLE MATERIAL ABOUT SUCH PROGRAMS IS DESCRIPTIVE, AND THERE IS LITTLE RESEARCH EVIDENCE OF THEIR EFFECTIVENESS. LACK OF SUCCESS APPEARS TO BE DUE TO FAILURE TO FORMULATE APPROPRIATE OBJECTIVES, INADEQUATE STUDENT SELECTION PROCESSES, AND LACK OF TEACHERS QUALIFIED FOR SUCH PROGRAMS. RE-

SEARCH IS NEEDED FOR EVALUATION OF PRESENT PROGRAMS AND FOR A FOUNDATION ON WHICH TO BUILD NEW REMEDIAL SERVICES. (WO)

ED 013 662

PS 000 051

ALMY, MILLIE AND OTHERS

YOUNG CHILDREN'S THINKING, STUDIES OF SOME ASPECTS OF PIAGET'S THEORY. COLUMBIA UNIV., NEW YORK, INST. FOR EDUC. TECH.

PUB DATE 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *CHILD DEVELOPMENT, *CONCEPT FORMATION, *READINESS (MENTAL), *RETENTION STUDIES, *THOUGHT PROCESSES, COGNITIVE DEVELOPMENT, INTELLECTUAL DEVELOPMENT, LEARNING PROCESSES, LEARNING THEORIES, LOGICAL THINKING, LONGITUDINAL STUDIES, MATURITY TESTS, PIAGET, PRIMARY GRADES,

TWO STUDIES DEAL WITH THE THOUGHT PROCESSES CHILDREN DISPLAY WHEN FACED WITH PROBLEMS INVOLVING THE CONCEPTS OF QUANTITY AND NUMBER. INVOLVING CHILDREN IN KINDERGARTEN, FIRST GRADE AND SECOND GRADE, THE STUDIES USE PIAGET'S THEORIES IN BOTH A CROSS-SECTIONAL AND A LONGITUDINAL APPROACH TO STUDY CHILDREN'S THINKING IN AN EDUCATIONAL SETTING. TO DETERMINE THE VALIDITY OF THE STAGES OF THOUGHT AS DESCRIBED BY PIAGET, THE STUDIES DEAL WITH ONE ASPECT OF A CHILD'S THINKING, HIS ABILITY TO CONSERVE NUMBER AND QUANTITY AS REVEALED IN THREE TASKS. STUDIED ALSO ARE HOW THAT ABILITY RELATES ITSELF TO OTHER INTELLECTUAL ABILITIES AND TO SCHOOL READINESS AND ACHIEVEMENT, AND HOW THAT ABILITY CHANGES AND DEVELOPS OVER TIME. RESULTS OF THE CROSS-SECTIONAL STUDY CONFIRMED THE RELEVANCE OF PIAGET'S THEORY TO THE STUDY OF YOUNG CHILDREN. RESULTS OF THE LONGITUDINAL STUDY CONFIRMED CROSS-SECTIONAL RESULTS AND UNDERLINED THE RELEVANCE OF THE CHILD'S PROGRESS IN CONSERVATION OF NUMBER AND QUANTITY TO HIS PERFORMANCE IN THE CLASSROOM. THE DOCUMENT INCLUDES A BIBLIOGRAPHY AND TABLES. THIS DOCUMENT IS AVAILABLE FROM TEACHER'S COLLEGE PRESS, TEACHER'S COLLEGE, COLUMBIA UNIVERSITY, NEW YORK 10027. (EF)

ED 013 663

PS 000 072

COFFMAN, ALICE O. DUNLAP, JAMES M.

THE EFFECTS OF ASSESSMENT AND PERSONALIZED PROGRAMMING ON SUBSEQUENT INTELLECTUAL DEVELOPMENT OF PREKINDERGARTEN AND KINDERGARTEN CHILDREN.

UNIVERSITY CITY SCHOOL DISTRICT, MO.

REPORT NUMBER BR-6-1328

PUB DATE JUL 67

CONTRACT OEC-3-7-061328-0322

EDRS PRICE MF-\$0.50 HC-\$4.24 104P.

DESCRIPTORS *BASIC SKILLS, *COGNITIVE DEVELOPMENT, *INDIVIDUALIZED PROGRAMS, *LEARNING READINESS, *PRESCHOOL PROGRAMS, AUDIOLINGUAL SKILLS, AUDITORY DISCRIMINATION, BEERY BUKTENICA DEV. FORM SEQUENCE, CHILD DEVELOPMENT, EARLY EXPERIENCE, INTELLIGENCE, ITPA, LANGUAGE SKILLS, LONGITUDINAL STUDIES, MENTAL DEVELOPMENT, PPVT, PROGRAMED INSTRUCTION, SKILL DEVELOPMENT, UNIVERSITY CITY,

THE OBJECTIVE FOR THIS STUDY WAS TO FOSTER PREKINDERGARTEN CHILDREN'S DEVELOPMENT THROUGH A PERSONALIZED PROGRAM BASED ON ASSESSMENTS OF EACH CHILD'S DEVELOPMENTAL SKILLS, USING NEW TESTS AND INSTRUCTIONAL MATERIALS ADAPTED TO INDIVIDUAL NEEDS. OF FOUR EXPERIMENTAL CLASSES, THREE FOCUSED ON AN AREA OF WEAKNESS (MOTOR, AUDITORY-LANGUAGE, OR VISUAL), FOR 20 MINUTES DAILY, WITHIN A FRAMEWORK OF A NURSERY SCHOOL PROGRAM. CHILDREN WITH NO WEAKNESS IN THESE AREAS WERE PLACED IN THE FOURTH GROUP WHICH FOCUSED ON COGNITIVE SKILL DEVELOPMENT. PRE-TEST AND POST-TEST DATA AND GROWTH DIFFERENCES WERE ANALYZED FOR THE SIGNIFICANCE OF DIFFERENCES AMONG THE FOUR EXPERIMENTAL CLASSES, THE COMBINED EXPERIMENTAL GROUPS, AND CONTROL GROUPS WITH AND WITHOUT NURSERY SCHOOL EXPERIENCE. THE DATA WERE ANALYZED SEPARATELY FOR GIRLS AND BOYS. SIGNIFICANT GAINS RESULTED FROM PROGRAMS GIVEN TO HELP OVERCOME WEAKNESSES IN THE EXPERIMENTAL CHILDREN. THE EXPERIMENTAL GROUP GREW SIGNIFICANTLY IN MORE SKILLS DEVELOPMENT AREAS THAN DID THE CONTROL GROUP. THEY ALSO GREW SIGNIFICANTLY IN SKILL AREAS NOT SPECIFICALLY PROGRAMMED. THE CONTROL CHILDREN WITH PREVIOUS NURSERY SCHOOL EXPERIENCE GAINED IN MORE SKILLS DEVELOPMENT AREAS THAN THOSE CHILDREN WITHOUT SCHOOL EXPERIENCE. IN GENERAL, GIRLS SEEMED TO BENEFIT MORE THAN BOYS FROM NURSERY SCHOOL EXPERIENCE. (LG)

ED 013 664 PS 000 171

LIPSON, JOSEPH I.
AN INDIVIDUALIZED SCIENCE LABORATORY.

PITTSBURGH UNIV., PA., LEARNING RES. AND DEV. CTR.

REPORT NUMBER UP-RD-CTR-REPRINT-17

PUB DATE DEC 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *INDIVIDUAL INSTRUCTION, *PRIMARY GRADES, *SCIENCE CURRICULUM, *SCIENCE LABORATORIES, AAAS, PENNSYLVANIA, PITTSBURGH, PROGRAMED TEXTS, SCIENCE EQUIPMENT, SCIENCE PROGRAMS, SCIS.

THE LEARNING RESEARCH AND DEVELOPMENT CENTER AT THE UNIVERSITY OF PITTSBURGH IS WORKING ON AN EXPERIMENTAL PROJECT TO EXAMINE METHODS OF INDIVIDUALIZED INSTRUCTION IN SCIENCE AT THE ELEMENTARY SCHOOL LEVEL. AT THIS TIME, THE EXPERIMENT IS FOCUSED UPON NON-READERS IN GRADES K-3. EACH STUDENT RECEIVES A TAPE CARTRIDGE AND A PLASTIC BOX CONTAINING MATERIALS FOR HIS LESSON. TESTS PUT ON TAPE ARE USED FOR THE PURPOSE OF DIAGNOSIS SO THAT WORK CAN BE PROPERLY ASSIGNED. AS FEW AS THREE SETS OF EQUIPMENT FOR EACH EXPERIMENT ARE USED. A COMPARISON TEST WAS MADE BETWEEN UPPER ELEMENTARY CHILDREN AND SOME COLLEGE FRESHMAN ENGLISH STUDENTS WITH THE RESULTS THAT THE ELEMENTARY CHILDREN LEARNING THROUGH DIRECT EXPERIENCE PERFORMED AS WELL AS OR BETTER THAN COLLEGE STUDENTS WHO

LEARNED THROUGH TEXT BOOKS. THIS DOCUMENT APPEARED IN "SCIENCE AND CHILDREN," VOLUME 4, NO. 4, DECEMBER 1966. (COD)

ED 013 665 PS 000 177

SUPPES, PATRICK ROSENTHAL-HILL, IRENE

CONCEPT FORMATION BY KINDERGARTEN CHILDREN IN A CARD-SORTING TASK. PSYCHOLOGY SERIES.

STANFORD UNIV., CALIF., INST. MATH. STUDIES SOC. SCI.

REPORT NUMBER IMSSS-TR-109

PUB DATE 27 FEB 67

EDRS PRICE MF-\$0.25 HC-\$1.60 38P.

DESCRIPTORS *ASSOCIATIVE LEARNING, *CONCEPT FORMATION, *KINDERGARTEN CHILDREN, *RETENTION, *TRANSFER OF TRAINING, ABSTRACT REASONING, COGNITIVE PROCESSES, DISCRIMINATION LEARNING, LEARNING PROCESSES, LOGICAL THINKING, MODELS, PERCEPTION, VINCENT CURVES, VISUAL LEARNING.

CONCEPT FORMATION IN 50 KINDERGARTENERS WAS STUDIED BY REQUIRING THE CHILDREN TO SORT CARDS ACCORDING TO ONE OF FOUR ATTRIBUTES OF THREE DIFFERENT DIMENSIONS. THE OBJECTIVE WAS TO EXPLORE THE VALIDITY AND LIMITATIONS OF AN ALL-OR-NONE LEARNING MODEL FOR COMPLEX CLASSIFYING RESPONSES. INFORMATION WAS PRESENTED TO THE SUBJECT BY TWO POSITIVE EXAMPLES IN ONE PROBLEM SET AND BY A POSITIVE AND A NEGATIVE EXAMPLE IN THE OTHER SET. POSITIVE PROGRAM SETS WERE GIVEN FIRST. HALF OF THE CHILDREN BEGAN WITH GEOMETRICAL PROBLEM CARDS AND, AFTER REACHING CRITERION ON THESE, TRANSFERRED TO MORE DIFFICULT "PEOPLE" CARDS. THE OTHER HALF RECEIVED PROBLEMS IN REVERSE ORDER. WHEN POSITIVE EXAMPLES WERE GIVEN, POSITIVE TRANSFER EFFECTS WERE EVIDENCED. WHEN POSITIVE AND NEGATIVE EXAMPLES WERE GIVEN, CRITERION WAS REACHED RAPIDLY. GENERALLY, SUBJECTS ACHIEVED FEW CORRECT SOLUTIONS BEFORE REACHING CRITERION, AND BACKWARD AND FORWARD LEARNING CURVES SHOWED NO INCREASE IN PROPORTION OF CORRECT RESPONSE JUST BEFORE REACHING CRITERION. AN ALL-OR-NONE MODEL WAS REJECTED ON THE BASIS OF TESTS FOR INDEPENDENCE ON PAIRS OF ADJACENT RESPONSES AND FOR NUMBERS OF SUCCESSSES IN BLOCKS OF THREE PROBLEMS. SUBJECTS LEARNED MEDIATING CONCEPTS, BUT REQUIRED ADDITIONAL SESSIONS TO APPLY CONCEPTS TO SPECIFIC PROBLEMS. (LB)

ED 013 666 PS 000 192

SUNDERLIN, SYLVIA GRAY, NAN

CHILDREN AND TV, TELEVISION'S IMPACT ON THE CHILD.

ASSOCIATION FOR CHILDHOOD EDUC. INTERNATIONAL

REPORT NUMBER ACEI-BULL-21-A

PUB DATE 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *TELEvised INSTRUCTION, *TELEVISION, *TELEVISION COMMERCIALS, *TELEVISION RESEARCH, *TELEVISION VIEWING, CRITICAL THINKING, CULTURAL FACTORS, EDUCATIONAL TELEVISION, MASS INSTRUCTION, MULTIMEDIA INSTRUCTION, NET, PUBLIC TV, VALUES,

VARIOUS POINTS OF VIEW ARE PRESENTED ON THE EFFECT OF TELEVISION UPON CHILDREN. CONTENTS-(1) TELEVISION, TIGER BY THE TAIL-ERNA CHRISTENSEN. (2) TELEVISION'S IMPACT ON THE CHILD-RALPH GARRY. (3) SOME RESEARCH ON TV-PAUL A. WITTY. (4) THE CURRICULUM CONTENT OF CHILDREN'S TELEVISION PROGRAMS AND COMMERCIALS-MARIE TOWNSEND MOORE AND JULIANA TOWNSEND GENSLEY. (5) TEACHERS AND TV-ELINOR RICHARDSON. EDUCATIONAL TELEVISION AND CHILDREN-FREDERICK BREITENFELD, JR. (7) TEACHING CHILDREN TO ANALYZE TELEVISION ADVERTISING-LEE BENNETT HOPKINS. (8) THE UNGUARDED HOURS-BETTY LONGSTREET AND FRANK ORME. PARENTS, THEIR CHILDREN AND TELEVISION-PATRICIA L. SWENSON. (10) A PARENT'S VIEW OF TV-LYN DAY. (11) PARENTS SAY... (12) OUR CHILDREN LEARN FROM TV-ARTHUR D. MCINTIRE. (13) PUBLIC TELEVISION, A CULTURAL OVERKILL-RICHARD SCHICKELL. THIS DOCUMENT IS AVAILABLE AS BULLETIN 21-A FOR \$1.25 FROM THE ASSOCIATION FOR CHILDHOOD EDUCATION INTERNATIONAL, 3615 WISCONSIN AVENUE, N.W., WASHINGTON, D.C. 20016. (LG)

ED 013 667 PS 000 199

MONTEZ, PHILIP AND OTHERS

AN EVALUATION OF OPERATION HEAD START BILINGUAL CHILDREN, SUMMER, 1965.

FOUNDATION FOR MEXICAN-AMERICAN STUDIES

PUB DATE AUG 66

EDRS PRICE MF-\$0.75 HC-\$6.72 166P.

DESCRIPTORS *BILINGUAL STUDENTS, *COMMUNITY ATTITUDES, *MEXICAN AMERICANS, *SOCIAL DISADVANTAGE, CALIFORNIA, COMMUNITY INVOLVEMENT, COMMUNITY RESOURCES, COMMUNITY SUPPORT, FAMILY INFLUENCE, FOLLOW THROUGH, HEAD START, PARENT ATTITUDES, TEACHER AIDES, TEACHER BACKGROUND, TEACHER EXPERIENCE.

IN CALIFORNIA, THE MEXICAN-AMERICAN STUDENT IS TWO YEARS BEHIND THE NEGRO STUDENT AND THREE AND A HALF YEARS BEHIND THE ANGLO-AMERICAN IN SCHOLASTIC ACHIEVEMENT. SINCE HE REPRESENTS TWO DISTINCT AND OFTEN DIVERGENT CULTURES, ENGLISH-SPEAKING, MIDDLE-CLASS ORIENTED SCHOOLS MAKE ASSIMILATION VIRTUALLY IMPOSSIBLE. A HEAD START AND A FOLLOW THROUGH PROJECT IN THE SPANISH-SPEAKING COMMUNITY ARE EVALUATED IN TERMS OF SOCIAL ATTITUDES TOWARD THE LEARNING TASKS AND EXPERIENCES OF THE MEXICAN-AMERICAN CHILD. THE PRE-SCHOOL PROGRAM IS DISCUSSED BY EACH OF THESE REPORTING GROUPS (1) TEACHERS, (2) PARENTS, (3) TEACHER AIDES, AND (4) "FOLLOW-UP" TEACHERS. (CD)

ED 013 668 PS 000 203

PORTER, PHILIP J. AND OTHERS

EVALUATION OF HEADSTART EDUCATIONAL PROGRAM IN CAMBRIDGE, MASSACHUSETTS. FINAL REPORT.

HARVARD UNIV., CAMBRIDGE, MASS.

PUB DATE DEC 65

EDRS PRICE MF-\$0.25 HC-\$1.72 41P.

DESCRIPTORS *ECONOMIC DISADVANTAGE, *POST TESTING, *PRESCHOOL EDUCATION, *PRESCHOOL TESTS, CAMBRIDGE, GOODENOUGH DAP, GROUP BE-

HAVIOR, HEAD START, PPVT, PRESCHOOL EVALUATION, PSYCHOLOGICAL TESTING, SFB, STANFORD BINET, VERBAL TESTS.

BEGINNING WITH A REVIEW OF THE NURSERY SCHOOL MOVEMENT (PROBEL, MONTESSORI, AND MCMILLAN), THIS EVALUATION RELATES THE HISTORICAL MATERIAL TO HEAD START, SPECIFICALLY IN CAMBRIDGE MASS. DURING THE SUMMER OF 1966, MATCHED GROUPS OF 33 HEAD START CHILDREN AND 33 NON-HEAD START CHILDREN (CONTROL GROUP) WERE STUDIED. SCHOOL PRE-REGISTRATION LISTS PROVIDED NAMES AND SOCIO-ECONOMIC INFORMATION FOR BOTH THE HEAD START CHILDREN AND THE CONTROL GROUP CHILDREN. BOTH GROUPS WERE TESTED DURING THE TWO WEEKS BETWEEN THE CLOSE OF HEAD START SESSIONS AND THE FIRST DAY OF PUBLIC SCHOOL. SCORES ON MEASUREMENT INSTRUMENTS WERE ANALYZED ON THE BASIS OF (1) SEX, (2) MOTHER'S EDUCATIONAL LEVEL, AND (3) FAMILY INCOME LEVEL. THE MEASURE OF LEARNING RATE AS DETERMINED BY THE SEGUIN FORM BOARD WAS THE MOST CONSISTENT IN SHOWING DIFFERENCES RESULTING FROM HEAD START INTERVENTION. THE CHIEF DIFFERENCE SEEMS TO BE THAT HEAD START EXPERIENCE AIDED A CHILD IN ATTACKING LEARNING TASKS. FOLLOW-UP RESEARCH IS NEEDED INTO HEALTH, SOCIAL CASE WORK, EFFECTS ON FORMAL SCHOOLING, AND EVALUATION AND REFINEMENT OF THE PROGRAM. (LG)

ED 013 669 PS 000 209

CHANDLER, MARVIN AND OTHERS
PROJECT HEAD START AND THE CULTURALLY DEPRIVED IN ROCHESTER, NEW YORK, A STUDY OF PARTICIPATING AND NON-PARTICIPATING FAMILIES IN AREAS SERVED BY PROJECT HEAD START IN ROCHESTER, FINAL REPORT.
ROCHESTER AREA COUNCIL OF CHURCHES, INC., N.Y.
PUB DATE JAN 66
EDRS PRICE MF-\$0.50 HC-\$4.56 112P.

DESCRIPTORS *COMMUNITY STUDY, *CULTURAL DISADVANTAGEMENT, *EARLY CHILDHOOD EDUCATION, *POVERTY PROGRAMS, CHURCH RESPONSIBILITY, COMMUNITY ACTION, COMMUNITY ATTITUDES, ECOLOGICAL FACTORS, ECONOMIC FACTORS, FAMILY ATTITUDES, HEAD START, IMPROVEMENT PROGRAMS, N.Y. POLICE ACTION, POLITICAL ATTITUDES, ROCHESTER, SOCIAL INFLUENCES, SOCIALIZATION.

A COMMUNITY PROFILE OF ROCHESTER, N.Y. CITES HISTORY, PRESENT COMMUNITY CHARACTERISTICS, AND CURRENT IMPROVEMENT PROGRAMS AS THEY RELATE TO CULTURAL DEPRIVATION AND AN ANTI-POVERTY PROGRAM. TO DETERMINE WHAT EFFECTS HISTORICAL, ECONOMIC, POLITICAL, ECOLOGICAL, AND SOCIAL FORCES HAVE UPON HEAD START CHILDREN, MATCHED GROUPS OF EIGHT HEAD START FAMILIES AND EIGHT NON-HEAD START FAMILIES WERE INTERVIEWED CONCERNING ATTITUDES TOWARD POLITICAL PARTIES, POLICE, CHURCH, AND HEAD START AND CONCERNING EXPECTATIONS FOR THEIR CHILDREN'S HEAD START PARTICIPATION, FOR THE ANTI-POVERTY PROGRAM, AND FOR THE FUTURE. OTHER FACTORS INCLUDING EDUCATIONAL LEVELS, SPEECH CLARITY, SOCIALIZATION, FAMILY RELATIONSHIPS, HOME CONDITIONS, FINANCIAL STATUS, AND MOBILITY

WERE ALSO ASKED ABOUT. CONCLUSIONS WERE THAT HEAD START DID NOT REACH THE MORE SEVERELY CULTURALLY DEPRIVED. RECOMMENDATIONS WERE THAT AN ANTI-POVERTY PROGRAM STRESS INCREASE IN INCOME, THAT INCREASED USE BE MADE OF INDIGENOUS PERSONS, THAT HEAD START FAMILIES BE COMPENSATED FOR PARTICIPATION, AND THAT REALISTIC EVALUATION BE MADE OF CURRENT PROGRAMS. (LG)

ED 013 670 PS 000 236

WAX, MURRAY L. WAX, ROSALIE H.
SUMMARY AND OBSERVATIONS IN THE DAKOTAS AND MINNESOTA. INDIAN COMMUNITIES AND PROJECT HEAD START.
REPORT NUMBER OEO-520
PUB DATE 15 SEP 65
EDRS PRICE MF-\$0.25 HC-\$1.80 43P.

DESCRIPTORS *AMERICAN INDIANS, *POVERTY PROGRAMS, BILINGUAL STUDENTS, COMMUNITY INVOLVEMENT, DAKOTAS, FAMILY ENVIRONMENT, HEADSTART, MINNESOTA, PARENT PARTICIPATION.

THE PROBLEMS OF GAINING COMMUNITY PARTICIPATION IS A MAJOR ONE IN MANY OF THE PROGRAMS AIMED AT ASSISTING THE AMERICAN INDIAN. THIS PROBLEM IS USUALLY INTENSIFIED WHEN WHITE PERSONS, ASSUMING THAT THEY CAN DO MORE THAN THE COMMUNITY ITSELF, INTERVENE TO THE PARTIAL EXCLUSION OF THE INDIANS. IN SPITE OF THIS PROBLEM, THE HEAD START PROGRAMS FOR INDIANS WERE JUDGED, WITH FEW EXCEPTIONS, TO BE HIGHLY SUCCESSFUL. THIS IS PART OF THE TOTAL REPORT "INDIAN COMMUNITIES AND PROJECT HEAD START-SUMMARY AND OBSERVATIONS IN THE DAKOTAS AND MINNESOTA." (COD)

ED 013 671 PS 000 237

BEE, ROBERT L.
AN APPRAISAL OF POSSIBILITIES FOR A HEAD START PROGRAM AMONG THE POTAWATOMI INDIANS OF KANSAS. INDIAN COMMUNITIES AND PROJECT HEAD START.
REPORT NUMBER OEO-520
PUB DATE 15 SEP 65
EDRS PRICE MF-\$0.25 HC-\$0.96 22P.

DESCRIPTORS *AMERICAN INDIANS, *POVERTY PROGRAMS, BILINGUAL STUDENTS, COMMUNITY DEVELOPMENT, COMMUNITY INFLUENCE, COOPERATIVE PROGRAMS, FAMILY ENVIRONMENT, HEADSTART PROGRAM, POTAWATOMI INDIANS OF KANSAS.

AT THE TIME OF THIS REPORT, TO THE AUTHOR'S KNOWLEDGE, NO ACTION EITHER BY THE POTAWATOMI OR INTERESTED WHITES HAD BEEN TAKEN TOWARD SETTING UP A HEAD START PROGRAM FOR THE POTAWATOMI OF KANSAS. THE AUTHOR STATES WHY, IN HIS OPINION, THE POTAWATOMI DO NOT NEED A HEAD START PROGRAM. IN SPITE OF THE BELIEF, THE REPORT ATTEMPTS TO GIVE BASIC INFORMATION TO AID IN PLANNING FOR SUCH A PROGRAM FOR THOSE NOT SHARING THE SAME BELIEF. THIS IS PART OF THE TOTAL REPORT "INDIAN COMMUNITIES AND PROJECT HEAD START-SUMMARY AND OBSERVATIONS IN THE DAKOTAS AND MINNESOTA." (COD)

ED 013 672 RC 000 167

KLUCKHOHN, CLYDE LEIGHTON, DOROTHEA
THE NAVAHO.

PUB DATE 62

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *AMERICAN INDIANS, *CULTURE, *NEEDS, AGRICULTURE, ATTITUDES, ECONOMICS HANDICRAFTS, EDUCATION, EMPLOYMENT, GOVERNMENT (ADMINISTRATIVE BODY), GRAMMAR, HISTORY, INCOME, INDIAN EDUCATION RES. PROJ., LANGUAGE, METHODS, NAVAHO, NAVAHO AGENCY, RELIGION, SCIENTIFIC CONCEPTS, TECHNIQUES, VALUES, WAGES.

THE PURPOSE OF THIS BOOK IS TO PROVIDE BACKGROUND NEEDED BY ADMINISTRATORS AND TEACHERS TO WORK EFFECTIVELY WITH THE NAVAHO PEOPLE. INITIALLY IT DISCUSSES THEIR ECONOMIC AND SOCIAL LIFE, THE SECONDARY PORTION DESCRIBES THEIR RELIGIOUS LIFE, AND THE REMAINDER EXPLAINS PROBLEMS OF THE NAVAHO AND TECHNIQUES THEY HAVE DEVELOPED TO COPE WITH THESE PROBLEMS. INCLUDED ARE NAVAHO HISTORY, ECONOMY, PERSONAL RELATIONSHIPS, NON-NAVAHO RELATIONSHIPS, VIEWS ON THE SUPERNATURAL, LANGUAGE, AND THEIR CONCEPT OF LIFE. THE AUTHORS STATE THAT THE LESSONS LEARNED AMONG THE NAVAHO ARE GENERALLY APPLICABLE IN DEALING WITH ANY SOCIETY. THIS DOCUMENT IS AVAILABLE AS NO. N28 FOR \$1.45 FROM THE AMERICAN MUSEUM OF NATURAL HISTORY, NEW YORK, N. Y. (RB)

ED 013 673 RC 000 212

STOCKBURGER, CASSANDRA
REPORT AND RECOMMENDATIONS OF THE CONSULTATION ON SERVICES TO CHILDREN IN THE EAST COAST MIGRANT STREAM, (LAKE BYRD CONFERENCE CENTER, AVON PARK, FLORIDA, FEBRUARY 1-3, 1965).
NATIONAL COMMITTEE ON THE EDUC. OF MIGRANT CHILD.

PUB DATE 01 FEB 65
EDRS PRICE MF-\$0.25 HC-\$1.68 40P.

DESCRIPTORS *COORDINATION, *MIGRANT WORKERS, *PLANNING, *PROGRAMS, *SOUTHERN STATES, COMMUNITY AGENCIES (PUBLIC), COMMUNITY SUPPORT, CREATIVE DEVELOPMENT, DAY CARE SERVICES, ECONOMIC OPPORTUNITY ACT, EDUCATION, EDUCATIONAL FACILITIES, HEALTH, JOBS, MIGRANT HEALTH ACT, MIGRANT HOUSING, MIGRATION, PRIVATE AGENCIES, RECREATIONAL FACILITIES, SALARIES, SCHOLARSHIPS, SECURITY, SOCIAL STATUS, TEACHERS.

ONE HUNDRED PARTICIPANTS REPRESENTING FOURTEEN EAST COAST STATES WERE INVITED TO A CONFERENCE ON SERVICES TO CHILDREN IN THE EAST COAST MIGRANT STREAM. THE KEYNOTE SPEAKER EXPRESSED CONCERN FOR THE SOUTHERN WORKERS WHO MIGRATE TO THE EASTERN SEABOARD, AND SUGGESTED A COORDINATION OF SERVICES TO PROVIDE EDUCATION, HEALTH, SECURITY, JOBS, SOCIAL STATUS, AND PERSONAL CREATIVE DEVELOPMENT FOR THESE PEOPLE. A PANEL OF MIGRANT WORKERS STATED THAT SPECIFIC IMPROVEMENTS WERE NEEDED IN HOUSING, SALARIES, RECREATIONAL FACILITIES, DAY CARE SERVICES, EDUCATIONAL FACILITIES, AND THE NUMBER OF TEACHERS AND SCHOLARSHIPS AVAILABLE. ANOTHER PANEL, REPRESENTING A CROSS SECTION OF COMMUNITY AND PRIVATE AGENCIES, INDICATED THAT A LACK OF COMMUNICATION AND COMMUNITY SUPPORT IN PROVID-

ING SERVICES WERE THE MAJOR PROBLEMS ENCOUNTERED BY THESE AGENCIES. A THIRD PANEL, REACTING TO THE TWO PREVIOUS PANELS, CONCLUDED THAT BETTER PLANNING OF SERVICES WAS NEEDED. REPORTS AND RECOMMENDATIONS WERE PRESENTED FROM INTEREST AND WORK GROUPS AND THE CONFERENCE CONCLUDED WITH A RECOMMENDATION THAT SEVERAL PROGRAM GUIDES BE SUBMITTED TO THE OEO.(JS)

ED 013 674 RC 000 258

LESH, SEYMOUR
THE NONPROFESSIONAL WORKER IN YOUTH EMPLOYMENT PROGRAMS.
NEW YORK UNIV., N.Y.

PUB DATE FEB 66

EDRS PRICE MF-\$0.25 HC-\$0.76 17P.

DESCRIPTORS *EMPLOYMENT SERVICES, *NONPROFESSIONAL PERSONNEL, *SOCIAL AGENCIES, *YOUTH EMPLOYMENT, COUNSELING SERVICES, DISADVANTAGED YOUTH, EMPLOYMENT PROGRAMS, MANPOWER UTILIZATION, MINORITY GROUPS, SOCIAL SERVICES, VOCATIONAL EDUCATION, WORK EXPERIENCE PROGRAMS, YOUTH OPPORTUNITIES.

THE CONTRIBUTION POTENTIALS OF THE INDIGENOUS NONPROFESSIONAL WORKER IN YOUTH EMPLOYMENT PROGRAMS ARE SEEN AS NUMEROUS. THEY CAN EFFECTIVELY HANDLE TEDIOUS OR MENIAL JOBS AND CAN RELATE WELL WITH UNDERPRIVILEGED YOUTH. WITH TRAINING IN (1) THE SOCIAL AND PSYCHOLOGICAL PROBLEMS OF YOUTH, (2) YOUTH AND THE LABOR MARKET, (3) OPERATION OF PUBLIC AND PRIVATE SOCIAL AGENCIES, AND (4) COMMUNICATION SKILLS, THE EVIDENCE INDICATES THAT THE NONPROFESSIONAL'S BACKGROUND CAN BE EFFECTIVELY UTILIZED. (SF)

ED 013 675 RC 000 332

HEFFERNAN, HELEN
REALITY, RESPONSIBILITY AND RESPECT IN THE EDUCATION OF CHILDREN FROM FAMILIES WHO FOLLOW THE CROPS.

CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO

PUB DATE FEB 64

EDRS PRICE MF-\$0.25 HC-\$0.56 12P.

DESCRIPTORS *ECONOMIC DISADVANTAGEMENT, *MIGRANT CHILDREN, *MIGRANT EDUCATION, *RESPONSIBILITY, *SELF CONCEPT, ADULT EDUCATION, AGRICULTURAL LABORERS, CHILD CARE CENTERS, COMMUNITY RESPONSIBILITY, CULTURAL DIFFERENCES, DISADVANTAGED ENVIRONMENT, EDUCATION, ELEMENTARY SCHOOLS, ENGLISH (SECOND LANGUAGE), MEXICAN AMERICANS, PERSONALITY DEVELOPMENT.

THE INTERRELATEDNESS OF THE EDUCATION, NUTRITION, HEALTH, CLOTHING, SOCIAL CUSTOMS, AND HOUSING PROBLEMS OF THE MIGRANT CHILD ARE DISCUSSED WITH THE POINT BEING TO SHOW THEIR IMPORTANCE AND THE EFFECT OF THEIR LACK ON A CHILD'S DEVELOPMENT. FURTHER DISCUSSION TAKES UP THE EFFECT OF THESE FACTORS UPON THE CHILD'S PERSONALITY DEVELOPMENT AND HIS ADJUSTMENT TO A DIFFERENT CULTURAL SETTING. THE INFLUENCE OF THE MIGRANT CHILD'S LACK OF KNOWLEDGE OF SCIENCE, MATHEMATICS, READING, WRITING, SPEAKING, AND THE ARTS, UPON HIS ENVIRON-

MENT MUST ALSO BE CONSIDERED. THE PAPER CONCLUDES WITH A DISCUSSION OF THE AMERICAN PEOPLE'S RESPONSIBILITIES TO THESE MIGRANT WORKERS, UPON WHOM THEY DEPEND SO MUCH. CHILD CARE CENTERS, ENGLISH LANGUAGE INSTRUCTION, SUMMER SCHOOLS, PRE-SCHOOLS, AND BETTER HOUSING MUST BE PROVIDED. AN EFFORT SHOULD ALSO BE MADE TOWARD PARENT-TEACHER COOPERATION TO FOSTER BETTER RELATIONSHIPS BETWEEN THE MIGRANTS AND THE COMMUNITY. THIS PAPER WAS PRESENTED AT THE FOURTH ANNUAL STATEWIDE CONFERENCE ON FAMILIES WHO FOLLOW THE CROPS, SACRAMENTO, CALIFORNIA, FEBRUARY 1964. (CL)

ED 013 676 RC 000 477

METZLER, WILLIAM H.
FARM WORKERS IN A SPECIALIZED SEASONAL CROP AREA, STANISLAUS COUNTY, CALIFORNIA.

CALIFORNIA UNIV., BERKELEY, GIANINIFOUND.OFAG.

REPORT NUMBER GF-RR-289

PUB DATE JUL 66

EDRS PRICE MF-\$0.50 HC-\$3.96 97P.

DESCRIPTORS *LABOR MARKET, *MIGRANT PROBLEMS, *MIGRANTS, AGRICULTURAL LABORERS, BRACEROS, CALIFORNIA AGR. EXPER. STA, ETHNIC GROUPS, FARM LABOR, FOREIGN WORKERS, GIANNINI FOUND. OF AGR. ECON. IM-MIGRANTS, LABOR FORCE, LABOR PROBLEMS, MEXICAN AMERICANS, MIGRANT EDUCATION, MIGRANT EMPLOYMENT, MIGRANT HOUSING, MIGRANT WELFARE SERVICES, MIGRATION, MIGRATION PATTERNS, MINIMUM WAGE, MINORITY GROUPS, SEASONAL EMPLOYMENT, SPANISH AMERICANS.

SPECIALIZATION IN THE CROPS BEST ADAPTED TO THE LOCAL AREA IS SEEN AS A HIGHLY PRODUCTIVE SYSTEM OF AGRICULTURE, BUT BY CREATING THE NEED FOR LARGE NUMBERS OF WORKERS FOR SHORT PERIODS OF TIME, IT CAUSES UNEMPLOYMENT AND MIGRATION. A SURVEY OF FRUIT AND VEGETABLE WORKERS IN STANISLAUS COUNTY, CALIFORNIA IN 1962-63 REVEALS-(1) THEIR EARNINGS ARE ABOUT ONE-THIRD THE WAGES OF THOSE IN NON-FARM EMPLOYMENT, (2) A MAJORITY HAVE NO FIRM ATTACHMENT TO SEASONAL FARM WORK, AND (3) THERE IS A SHARP DIVISION OF LABOR FORCES, IN WHICH THE ANGLO AND SPANISH-AMERICAN PERFORMED FRUIT OPERATIONS AND IMPORTED WORKERS PICKED TOMATOES AND MELONS. TWO CONSIDERATIONS ARE PRESENTED TOWARD DEVELOPING A STABLE LABOR FORCE-(1) INCREASED YEAR AROUND EMPLOYMENT IS NEEDED, AND (2) A LOCAL SEASONAL LABOR FORCE SHOULD BE DEVELOPED TO TAKE CARE OF PEAK SEASONAL NEEDS. THREE GROUPS OF MIGRANTS ARE IDENTIFIED AND POSSIBLE COURSES OF ACTION PRESENTED TO STABILIZE THE LABOR FORCE. INFORMATION PRESENTED ABOUT MIGRANTS INCLUDES TABLES SHOWING EARNINGS, EXPERIENCE, HOUSEHOLD CHARACTERISTICS, MIGRANCY PATTERNS, TYPES OF WORK PERFORMED, AGE AND EDUCATION, AND DAYS. (SF)

ED 013 677 RC 000 664

HELP THROUGH LEARNING WOODWORKING.

PUB DATE 64

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *ADULT EDUCATION, *HAND TOOLS, *INSTRUCTIONAL MATERIALS, *MANUALS, *WOODWORKING, DRAFTING, ECONOMIC OPPORTUNITY ACT OF 1964, HOME EDUCATION LIVELIHOOD PROGRAM, MATHEMATICS, SAFETY, SPELLING, WRITING.

TWELVE HAND TOOLS BASIC TO WOODWORKING ARE ILLUSTRATED AND DISCUSSED WITH REFERENCE TO THEIR SAFE USAGE AND MAINTENANCE. INSTRUCTION IS ALSO PROVIDED IN THE COMMON USES OF DIFFERENT KINDS OF WOOD, HOW TO BUY LUMBER, AND HOW TO READ A DRAWING. EXERCISES ARE INCLUDED WHICH ENCOURAGE USE OF BASIC SKILLS IN SPELLING, WRITING, AND GENERAL MATHEMATICS. THIS DOCUMENT WAS PUBLISHED BY SOCORRO PUBLICATIONS, HOME EDUCATION LIVELIHOOD PROGRAM, 131 ADAMS, N.E., ALBUQUERQUE, NEW MEXICO 87108. (BR)

ED 013 678 RC 000 734

SINGLETON, CARLTON M.
QUALITY EDUCATION FOR APPALACHIA, A TITLE IV REGIONAL EDUCATIONAL LABORATORY. FINAL REPORT.

APPALACHIA EDUCATIONAL LAB., CHARLESTON, W.VA.

PUB DATE DEC 66

CONTRACT OEC-2-6-000530-0530

EDRS PRICE MF-\$0.25 HC-\$1.36 32P.

DESCRIPTORS *EDUCATION, *LANGUAGE PROGRAMS, *PROGRAM DEVELOPMENT, *REGIONAL LABORATORIES, *SOCIOECONOMIC BACKGROUND, APPALACHIA, ASPIRATION, CULTURAL DISADVANTAGEMENT, CURRICULUM, EDUCATIONAL CHANGE, JOB PLACEMENT, LANGUAGE ABILITY, PROJECTS, SCHOOL SYSTEMS, TITLE IV P. L. 89-10, VERBAL ABILITY.

THIS REPORT DESCRIBES THE ORGANIZATION, IMPLEMENTATION, AND OPERATIONAL PROCEDURES FOR A REGIONAL LABORATORY IN THE APPALACHIAN REGION. A SUMMARY DESCRIPTION OF THE SOCIOECONOMIC BACKGROUND AND SCHOOL SYSTEMS IN THIS AREA IS INITIALLY PRESENTED. THE REGIONAL LABORATORY WAS IMPLEMENTED WITH THE GOALS OF REDUCING CULTURAL DISADVANTAGEMENT, MODERNIZING CURRICULUM, COMBATING REGIONAL ISOLATION, IMPROVING JOB PLACEMENT, RAISING LEVELS OF EDUCATIONAL ASPIRATION AND EXPECTATION, AND MAKING EDUCATIONAL CHANGE. ONE PROJECT REPRESENTING EACH GOAL IS TO BECOME OPERATIONAL EVERY YEAR. THE PROGRAM FOR THE FIRST YEAR INVOLVES EASING THE TRANSITION OF YOUNG MEN AND WOMEN FROM SCHOOL TO WORK. THE REPORT CONCLUDES WITH A DESCRIPTION OF A LANGUAGE PROGRAM DIRECTED TOWARD THE IMPROVEMENT OF VERBAL AND LANGUAGE ABILITY. (JS)

ED 013 679 RC 001 644

TOONI, LINDA LEWIS AND OTHERS
FARM LABOR ORGANIZING 1905-1967, A BRIEF HISTORY.

NATIONAL ADVISORY COMMITTEE ON FARM LABOR, NEW YORK

PUB DATE JUL 67

EDRS PRICE MF-\$0.50 HC-\$2.96 72P.

DESCRIPTORS *AGRICULTURAL LABORERS, *HISTORICAL REVIEWS, *LABOR UN-

IONS, *ORGANIZATION, ACTIVITIES, AFL, CHINESE, FARM LABOR, IMMIGRANTS, NATIONAL AGRICULTURAL WORKERS UNION, NATIONAL FARM LABOR UNION, NATIONAL LABOR RELATIONS ACT, SOUTHERN TENANT FARMERS UNION,

AGRICULTURAL LABORERS HAVE BEEN INEFFECTIVE IN ORGANIZING A LABOR UNION. THE NATIONAL LABOR RELATIONS ACT WRITTEN IN 1935 ORIGINALLY HAD PROVISIONS FOR AGRICULTURAL LABORERS, BUT IT WAS DELETED BEFORE FINAL PASSAGE. EARLY ORGANIZING ATTEMPTS OCCURRED IN THE LATE YEARS OF THE 19TH CENTURY WHEN CHINESE IMMIGRANTS ORGANIZED PROTECTIVE ASSOCIATIONS KNOWN AS TONGS. THE WOBBLIES WERE ORGANIZED IN 1906 AS A RESULT OF A MERGER OF MINERS AND LABOR UNIONS. FARM LABOR ORGANIZING DURING THE DEPRESSION YEARS WAS VIRTUALLY NON-EXISTENT, UNTIL 1934, WHEN THE SOUTHERN TENANT FARMERS UNION WAS ORGANIZED IN ARKANSAS, AND ITS ACTIVITIES PROVIDED GREAT IMPETUS TO ALL UNION ORGANIZATION. IN 1946, THE AFL GRANTED A CHARTER TO THE NATIONAL FARM UNION AND THIS UNION IN TURN BECAME THE NATIONAL AGRICULTURAL WORKERS UNION. THE MISSISSIPPI FREEDOM LABOR UNION WAS ORGANIZED IN 1964 AND PROVIDED A BREAKTHROUGH FOR OTHER LABOR UNIONS SUCH AS THE NATIONAL FARM WORKERS ASSOCIATION, UNITED FARM WORKERS ORGANIZING COMMITTEE, AND AGRICULTURAL WORKERS. ORGANIZATIONAL ACTIVITIES ARE TAKING PLACE IN CALIFORNIA, LOUISIANA, TEXAS, WISCONSIN, MICHIGAN, FLORIDA, NEW JERSEY, AND NEW YORK. THE AFL-CIO HAS BEEN INSTRUMENTAL IN PROVIDING GUIDANCE AND INITIATIVE TO THESE ORGANIZATIONAL ACTIVITIES. (JS)

ED 013 680 **RC 001 649**
TEXAS STATE DEPARTMENT OF HEALTH MIGRANT PROJECT. ANNUAL REPORT.
TEXAS STATE DEPT. OF HEALTH, AUSTIN
PUB DATE 66.
EDRS PRICE MF-\$0.25 HC-\$1.84 44P.

DESCRIPTORS *AGRICULTURAL LABORERS, *HEALTH EDUCATION, *MIGRANT HEALTH SERVICES, *PUBLIC HEALTH, *SANITATION, COMMUNITY AGENCIES (PUBLIC), CONSULTATION PROGRAMS, FOLLOWUP STUDIES, HEALTH SERVICES, IMMUNIZATION PROGRAMS, INSERVICE PROGRAMS, MIGRANTS, MIGRATION PATTERNS, NURSES, ORIENTATION, PROGRAMS, PROJECTS, STAFF MEETINGS.

IN THE STATE OF TEXAS APPROXIMATELY 167,000 AGRICULTURAL LABORERS MIGRATED DURING 1965, USUALLY FOLLOWING FOUR DESCRIBED MIGRATION PATTERNS. SEVEN PUBLIC HEALTH NURSES PROVIDED HEALTH SERVICES TO THESE MIGRANTS IN THE FORM OF IMMUNIZATION PROGRAMS, TUBERCULIN TESTING, AND FOLLOWUP SERVICES. SANITATION SERVICES IN THE VARIOUS COMMUNITIES INCLUDED WATER SAMPLING, RODENT CONTROL, AND VECTOR CONTROL. HEALTH EDUCATION SERVICES ARE CATERGORIZED IN THE FORM OF STAFF MEETINGS, INSERVICE PROGRAMS AND ORIENTATION, CONSULTATION PROGRAMS, WORKING WITH OTHER COMMUNITY AGENCIES, PROVIDING HEALTH EDUCATION MATERIALS, AND SPONSORING SPECIAL ACTIVITIES. TWENTY-TWO APPROVED MIGRANT HEALTH PROJECTS ARE LISTED ACCORDING TO ADDRESSES

AND SERVICES. APPENDICES WHICH CONTAIN PERTINENT FORMS USED IN VARIOUS MIGRANT PROGRAMS CONCLUDE THE REPORT. (JS)

ED 013 681 **RC 001 651**
STATE OF CALIFORNIA MIGRANT MASTER PLAN.

CALIFORNIA STATE OFFICE OF ECONOMIC OPPORTUNITY
PUB DATE 65

EDRS PRICE MF-\$0.50 HC-\$3.00 73P.

DESCRIPTORS *MIGRANT WELFARE SERVICES, *MIGRANT WORKER PROJECTS, *MIGRANTS, MIGRANT PROBLEMS, MIGRANT WORKERS.

THE ECONOMIC OPPORTUNITY ACT OF 1964 PROVIDED FUNDS FOR ESTABLISHING MIGRANT SERVICE CENTERS THROUGHOUT CALIFORNIA. THE STATEWIDE PLAN, WHICH ENVISIONED A COMPREHENSIVE SERVICE SUPPORT PLAN FOR MIGRANTS AWAY FROM HOME, CONSISTED OF PROGRAMS WITH THE FOLLOWING SERVICES: (1) HOUSING, (2) HEALTH, (3) DAY CARE, (4) EDUCATION, (5) FIELD AND CAMP SANITATION, AND (6) REST STOPS. THIS PAMPHLET INCLUDES INSTRUCTIONS FOR PREPARING APPLICATIONS FOR MIGRANT PROGRAMS, AND THE FISCAL POLICY CONTROLLING THE PROGRAMS. (ES)

ED 013 682 **RC 001 653**
GUNDERSON, RALPH
TEXT OF STATEMENT PRESENTED TO U.S. SENATE SUB-COMMITTEE ON EMPLOYMENT, MANPOWER AND POVERTY.

PUB DATE 67

EDRS PRICE MF-\$0.25 HC-\$0.44 9P.

DESCRIPTORS *HOUSING DEFICIENCIES, *HOUSING NEEDS, *MIGRANT HOUSING, ECONOMIC DEVELOPMENT, LOW RENT HOUSING, MIGRANT CHILD CARE CENTERS, MIGRANT PROGRAMS, MIGRANT WELFARE SERVICES, PUBLIC HOUSING.

THE CALIFORNIA STATE OFFICE OF ECONOMIC OPPORTUNITY CONDUCTED A SURVEY OF LIVING CONDITIONS OF MIGRANT FARM WORKERS, OUT OF WHICH THE CALIFORNIA MIGRANT MASTER PLAN DEVELOPED. THIS STUDY DOCUMENTED THE FACT THAT 1,000 FAMILIES WERE LIVING OUT OF THEIR CARS, ON DITCH BANKS, IN FIELDS, AND UNDER BRIDGES, WITHOUT EVEN THE BASICS OF SHELTER AND SANITATION FACILITIES. BECAUSE OF THIS SITUATION, 932 PLY-DOM UNITS WERE ERECTED IN 12 LOCATIONS IN 1966. NOW 500 UNITS OF A MORE DURABLE MATERIAL ARE UNDER CONSTRUCTION, WHICH WILL GIVE A TOTAL OF 1,551 HOUSES READY FOR OCCUPANCY. THE STATE OFFICE OF OEO IS REQUESTING PERMISSION TO CHARGE A SMALL RENTAL FEE OF UP TO \$1.00 PER DAY FOR THE HOUSES. (SF)

ED 013 683 **24** **RC 001 667**
SMITH, DAVID WAYNE
FOSTERING AND REINFORCING INNOVATIVE BEHAVIOR IN SELECTED SCHOOL PERSONNEL. A MONOGRAPH OF SELECTED PAPERS PRESENTED AT TWO INSTITUTES (TUCSON, SUMMER AND FALL, 1966).
SOUTHWESTERN COOP. EDUC. LAB., ALBUQUERQUE, N.MEX.
REPORT NUMBER BR-6-2827
PUB DATE MAY 67
CONTRACT OEC-4-7-062827-3078

EDRS PRICE MF-\$0.50 HC-\$3.72 91P.

DESCRIPTORS *EVALUATION, *INNOVATION, *INSTITUTES (TRAINING PROGRAMS), *INSTRUCTIONAL INNOVATION, *RESEARCH, ACADEMIC ACHIEVEMENT, ACHIEVEMENT, ADMINISTRATIVE PERSONNEL, ALBUQUERQUE, ARIZONA, BIBLIOGRAPHIES, CHANGE AGENTS, CLASSROOM RESEARCH, DISADVANTAGED YOUTH, FEDERAL PROGRAMS, HOSTILITY, MODELS, NEW MEXICO, OBJECTIVES, PROGRAMED MATERIALS, PROGRAMED TEXTS, PROJECTS, SOCIAL MOBILITY, TEACHERS, TUCSON, UNIT PLAN, UNIV. OF ARIZONA, VALUES.

PRESENTED ARE A SELECTED GROUP OF PAPERS CHOSEN FROM THOSE GIVEN AT TWO INSTITUTES ON FOSTERING AND REINFORCING INNOVATIVE BEHAVIOR IN SELECTED SCHOOL PERSONNEL. THE TOPICS PRESENTED INCLUDE: (1) THE VALUE OF RESEARCH IN THE CLASSROOM, (2) THE NECESSITY FOR TEACHERS TO BE INNOVATIVE, (3) THE FACTORS RELATED TO ACADEMIC ACHIEVEMENT, (4) THE USE OF PROGRAMED MATERIAL IN THE CLASSROOM, (5) THE NEED FOR SCHOOLS AND TEACHERS TO HAVE SPECIFIC OBJECTIVES, AND (6) THE NECESSITY FOR INNOVATION AND EVALUATION WHEN APPLYING FOR FUNDS UNDER THE ELEMENTARY AND SECONDARY EDUCATION ACT. SOME BIBLIOGRAPHICAL REFERENCES ARE INCLUDED WITH THE PAPERS. (ES)

ED 013 684 **RC 001 671**
PROGRAM PLANS FOR FAR WEST LABORATORY FOR EDUCATIONAL RESEARCH AND DEVELOPMENT, MARCH 1, 1967.
FAR WEST LAB. FOR EDUCATIONAL RES. AND DEV.

PUB DATE 01 MAR 67

EDRS PRICE MF-\$0.50 HC-\$2.68 65P.

DESCRIPTORS *DECISION MAKING SKILLS, *EDUCATIONAL RESEARCH, *INSERVICE TEACHER EDUCATION, *TEACHING TECHNIQUES, COMMUNICATION PROBLEMS, CURRICULUM, DEVELOPMENTAL TASKS, EDUCATIONAL METHODS, EDUCATIONAL PLANNING, MEASUREMENT, OBJECTIVES, OPERATIONS RESEARCH, PROGRAMS, PROJECTS, RESEARCH, SCHOOL PERSONNEL, TEACHER QUALIFICATIONS.

FUTURE EDUCATIONAL RESEARCH PLANNED BY THE FAR WEST LABORATORY FOR EDUCATIONAL RESEARCH AND DEVELOPMENT IS THE SUBJECT OF THIS REPORT. ONE OF THE PROJECTS CONCERNED INSERVICE TEACHER EDUCATION. THE FOUR MAJOR AREAS OF EMPHASIS IN THIS PROJECT WERE BASIC TEACHING TECHNIQUES, TEACHING IN NEW PROGRAMS, TEACHING NON TYPICAL GROUPS, AND TEACHING NEW CURRICULA. IMMEDIATE, INTERMEDIATE, AND LONG RANGE OBJECTIVES ARE DESCRIBED, AS ARE THE COMPONENTS IN THE AFOREMENTIONED FOUR AREAS OF EMPHASIS. CHARTS INDICATE THE SCOPE OF THE TEN YEAR PLAN. THE OTHER PROJECT WAS A COMMUNICATION PROGRAM IN WHICH THE OBJECTIVE WAS TO CONDUCT RESEARCH, DEVELOPMENT TASKS, AND OPERATIONS RESEARCH THAT WOULD AID SCHOOL PERSONNEL AS THEY MADE DECISIONS IN THE ORGANIZATION AND OPERATION OF SCHOOLS. SHORT TERM AND LONG RANGE OBJECTIVES ARE ALSO PRESENTED. SEVEN OTHER PROJECTS CONCERNING EDUCATIONAL METHODS, RESEARCH, TEACHER QUALIFICATIONS, COMMUNICATIONS

PROBLEMS, CURRICULUM, AND MEASUREMENT ARE DISCUSSED AS A CONCLUSION TO THE REPORT. (JS)

ED 013 685 24 RC 001 725
HOWE, ELLIOT C.

A PILOT STUDY TO DETERMINE THE INFLUENCE UPON TEACHERS AND UPON STUDENTS OF A TELEVISION PROGRAM DESIGNED TO PROVIDE IN-SERVICE TRAINING AND CLASSROOM INSTRUCTION IN SPANISH.

UTAH STATE BOARD OF EDUCATION, SALT LAKE CITY, UTAH
REPORT NUMBER CRP-467
REPORT NUMBER BR-5-8390
PUB DATE DEC 66
EDRS PRICE MF-\$0.50 HC-\$3.48 85P.

DESCRIPTORS *INSERVICE TEACHER EDUCATION, *LANGUAGE INSTRUCTION, *SPANISH, *TELEvised INSTRUCTION, EDUCATIONAL TELEVISION, FOREIGN LANGUAGE FILMS, INSERVICE PROGRAMS, TEACHING METHODS, TELEVISION TEACHERS.

THREE SMALL SCHOOLS IN UTAH, INCLUDING THREE TEACHERS AND THEIR SPANISH I STUDENTS, PARTICIPATED IN THIS STUDY. ONE TEACHER RECEIVED CONVENTIONAL IN-SERVICE TRAINING, THE OTHER TWO WERE GIVEN IN-SERVICE TRAINING IN TEACHING SPANISH AS THEY OBSERVED THE TELEVISION CLASS. ONE GROUP OF STUDENTS OBSERVED THE TELEVISION CLASS THREE TIMES PER WEEK FOR THIRTY MINUTES AS THEIR TEACHER OBSERVED THE PROGRAM. FEW, IF ANY, CONCLUSIONS CAN BE MADE ON THE BASIS OF THIS PILOT STUDY BECAUSE OF UNFOUNDED EVENTS THAT INVALIDATED THE BASIC PREMISES OF THE INVESTIGATION. THE MAJOR FACTORS IN REGARD TO THIS FAILURE WERE SEEN AS-(1) MALFUNCTION OF THE SUBSTATIONS, (2) FAILURE TO GET THE ANTENNA OPERATING AT ONE SCHOOL, AND (3) REFUSAL OF ONE TEACHER TO COOPERATE WITH THE PROJECT AFTER ABOUT TWO MONTHS. (SF)

ED 013 686 RC 001 748

ISENBERG, ROBERT M.

REPORT OF THE EXECUTIVE SECRETARY, DEPARTMENT OF RURAL EDUCATION, NATIONAL EDUCATION ASSOCIATION, OCTOBER, 1967.

NATIONAL EDUCATION ASSN., WASHINGTON, D.C.

PUB DATE OCT 67

EDRS PRICE MF-\$0.25 HC-\$1.28 30P.

DESCRIPTORS *PROFESSIONAL ASSOCIATIONS, *RURAL EDUCATION, *RURAL ENVIRONMENT, *RURAL SCHOOLS, *RURAL YOUTH, OBJECTIVES.

THE GOALS FOR RURAL EDUCATION, THE ACTIVITIES OF THE DEPARTMENT, AND STATISTICAL DATA ABOUT MEMBERSHIP AND FINANCIAL STATUS ARE PRESENTED IN THE MAIN BODY OF THE REPORT. THE APPENDICES INCLUDE-(1) A FINANCIAL STATEMENT, (2) REPORTS FROM THE ADVISORY COMMITTEE TO THE STATE DIRECTORS, FROM THE COMMITTEE ON RURAL LIFE AND EDUCATION, FROM THE COMMITTEE ON PROFESSIONAL PERSONNEL, AND FROM THE COMMITTEE ON PUBLICATIONS AND CONSTRUCTIVE STUDIES, (3) MINUTES OF THE MEETINGS OF THE EXECUTIVE COMMITTEES AND THE JOINT ANNUAL BUSINESS MEETING OF THE DEPARTMENT WITH THE DIVISION OF COUNTY AND INTER-

MEDIATE UNIT SUPERINTENDENTS, (4) RESOLUTIONS, AND THEIR FOLLOW-UP, OF THE ADVISORY COMMITTEE OF STATE DIRECTORS, AND (5) A BRIEF SUMMARY OF THE ACTIVITIES OF THE PAST YEAR AT THE DIVISION OF RURAL SERVICES. (ES)

ED 013 687 RC 001 763

DULL, LLOYD W. AND OTHERS

TEACHING CRITICAL THINKING IN THE SECONDARY SCHOOL.

OHIO EDUCATION ASSN., COLUMBUS

PUB DATE 64

EDRS PRICE MF-\$0.75 HC-\$6.60 163P.

DESCRIPTORS *CLASSROOM TECHNIQUES, *CRITICAL THINKING, *INSTRUCTIONAL PROGRAM DIVISIONS, *INTELLECTUAL DISCIPLINES, *TEACHING PROCEDURES, ART, ENGLISH, MATHEMATICS, OHIO ASCD, PROBLEM SOLVING, SCHOOLS, SCIENCES, SOCIAL STUDIES, TEACHERS.

IT IS THE EXPRESSED HOPE OF THE AUTHORS THAT THE PRACTICES DESCRIBED HERE WILL STIMULATE READER MODIFICATIONS OF THE MATERIAL PRESENTED, FOR EFFECTIVENESS IN ANY SCHOOL SITUATION. THE BOOK PRESENTS METHODS, PROCEDURES, AND TECHNIQUES FOR TEACHING CRITICAL THINKING IN JUNIOR AND SENIOR HIGH SCHOOL. CRITICAL THINKING AND PROBLEM SOLVING, USED SYNONYMOUSLY, ARE DEFINED AS SUSPENSION OF JUDGEMENT IN PROBLEM SOLUTION. NECESSARY FACTORS CITED IN THE PROCESS ARE-(1) MASTERY OF SUB-SKILLS, (2) CORRECT CLASSROOM CLIMATE, (3) INDEPENDENT STUDY, AND (4) GROUP COOPERATION. INTELLIGENT QUESTIONING IS SEEN AS A PART OF GOOD TEACHING. TO EMPHASIZE THIS CONCEPT SAMPLE QUESTIONS ARE PRESENTED, AIMED TO PROVIDE HELP IN THE FOLLOWING AREAS-(1) SETTING THE STAGE FOR LEARNING, (2) CALLING UP MENTAL IMAGES, (3) CLARIFYING SIGNIFICANT DETAILS, (4) BRINGING OUT THE WHYS, (5) HIGHLIGHTING IMPORTANT IDEAS, AND (6) HELPING STUDENTS CONSOLIDATE IDEAS AND APPLY NEW UNDERSTANDINGS. FURTHER DISCUSSION INCLUDES TEACHER ROLE AND RESPONSIBILITIES IN DEALING WITH CONTROVERSIAL ISSUES, AN OUTLINE OF THE STEPS AND SKILLS IN CRITICAL THINKING, AN OBSERVATION RECORD OF CRITICAL THINKING, RECOMMENDATIONS FOR BRAINSTORMING, AND AN EVALUATION METHOD FOR CRITICAL THINKING. CONSIDERABLE ATTENTION IS DEVOTED TO SPECIFIC TECHNIQUES AND SUGGESTIONS FOR TEACHING CRITICAL THINKING IN THE ENGLISH PROGRAM, THE SOCIAL AND PHYSICAL SCIENCES, MATHEMATICS, AND THE ARTS. A BRIEF BIBLIOGRAPHY IS INCLUDED. (JS)

ED 013 688 RC 001 766

MUNK, MICHAEL

RURAL YOUTH-WORK PROGRAMS-PROBLEMS OF SIZE AND SCOPE.

NEW YORK UNIV., N.Y.

PUB DATE JUN 67

EDRS PRICE MF-\$0.50 HC-\$2.64 64P.

DESCRIPTORS *DEMOGRAPHY, *EMPLOYMENT PROGRAMS, *GEOGRAPHY, *PROBLEMS, *RURAL YOUTH, ADMINISTRATION, CENTER FOR THE STUDY OF UNEMPLOYED YOUTH, CENTRALIZATION, HUMAN RESOURCES, POLITICAL ISSUES, POPULATION DISTRIBUTION, RELATIONSHIP, RURAL AREAS, STATE PRO-

GRAMS, STATISTICAL ANALYSIS, SUBURBS, T GROUPS, TRANSPORTATION, YOUTH PROGRAMS.

DEMOGRAPHIC AND GEOGRAPHIC PROBLEMS IN RURAL YOUTH EMPLOYMENT OPPORTUNITY PROGRAMS ARE PRESENTED. STATISTICAL ANALYSIS INDICATES A HIGH PROPORTION OF EMPLOYMENT OPPORTUNITY PROGRAMS SHOULD BE DIRECTED IN SUBURBAN AND RURAL AREAS OF THE NATION. TRANSPORTATION, WORK SITE AVAILABILITY, AND EXISTING HUMAN RESOURCES ARE LISTED AS MAJOR PROBLEMS CONFRONTING PRESENT PROGRAMS IN TERMS OF SCOPE AND SIZE. OTHER PROBLEMS INCLUDE ADMINISTRATION OF MULTI COUNTY AND STATEWIDE PROGRAMS AND LOCAL POLITICAL ISSUES. THE CONCLUSION, DESCRIBING AN OPTIMUM RURAL PROGRAM AREA, SUGGESTS THAT SUCH AREAS HAVE A MAXIMUM POPULATION DENSITY OF 100 PEOPLE PER SQUARE MILE OR 30,000 TOTAL POPULATION, INCLUDING A TOWN OF AT LEAST 10,000. IT FURTHER SUGGESTS THAT NO GROUPS SHOULD HAVE TO TRAVEL MORE THAN ONE HOUR FROM HOME TO WORK AND THAT CENTRALIZED STATEWIDE RURAL PROGRAMS WOULD ENHANCE LOCAL AND NATIONAL RELATIONSHIPS. (JS)

ED 013 689 RC 001 774

PROUTY, ROBERT

CURRICULUM MATERIALS FOR ADULT BASIC EDUCATION.

PUB DATE 29 APR 67

EDRS PRICE MF-\$0.25 HC-\$0.36 7P.

DESCRIPTORS *ADULT EDUCATION PROGRAMS, *INSTRUCTIONAL MATERIALS, *MATERIAL DEVELOPMENT, CURRICULUM DEVELOPMENT, CURRICULUM GUIDES, MANUALS, RESOURCE MATERIALS.

THE AUTHOR PROPOSES THAT-(1) AN ADULT EDUCATION CURRICULUM SHOULD BE BASED ON SPECIFIC NEEDS, INTERESTS, ABILITIES, AND GOALS, (2) SPECIFICATIONS FOR CURRICULUM MATERIALS TO BE USED SHOULD BE ESTABLISHED BY THE PROJECT STAFF, AND (3) THERE IS LITTLE OR NO COMMERCIALLY AVAILABLE MATERIAL THAT WILL MEET THE ABOVE CRITERIA. GUIDELINES BY WHICH CURRICULUM MATERIALS MAY BE EVALUATED INCLUDE-(1) THE MATERIAL MUST RELATE TO THE GOAL OF THE LESSON AND THE LEARNING PROCESS, (2) THE MATERIAL MUST BE AT THE PROPER LEVEL OF DIFFICULTY TO INSURE SUCCESS, AND MUST PROGRESS IN DIFFICULTY AT A CHALLENGING PACE, (3) THE INTEREST LEVELS MUST BE APPROPRIATE, (4) THE MATERIAL MUST OFFER A VARIETY OF PRESENTATIONS, A RANGE OF PRACTICE OPPORTUNITIES, AND HAVE A GENERALIZATION CAPABILITY, AND (5) THE MATERIAL MUST BE READILY AVAILABLE. (SF)

ED 013 690 RC 001 775

PALOMARES, UVALDO

ASSESSMENT OF RURAL MEXICAN-AMERICAN STUDENTS IN GRADES PRE-SCHOOL THROUGH TWELFTH.

PUB DATE 29 APR 67

EDRS PRICE MF-\$0.25 HC-\$0.68 15P.

DESCRIPTORS *EDUCATIONAL TESTING, *INTELLIGENCE TESTS, *MEXICAN AMERICANS, *PERCEPTION, *SOCIAL ATTITUDES, ACHIEVEMENT TESTS, CALIF. MEXICAN AMER. EDUC. RES. PROJ, INS-

TRUCTIONAL MATERIALS, PRESCHOOL CURRICULUM, SOCIAL ADJUSTMENT, TESTING PROGRAMS, TITLE III KERN COUNTY RESEARCH PROJECT, WASCO PUBLIC SCHOOLS.

THE CALIFORNIA MEXICAN-AMERICAN EDUCATION RESEARCH PROJECT INITIATED AN ASSESSMENT PROPOSAL DIRECTED TOWARD MORE EFFECTIVE EDUCATION OF MEXICAN-AMERICAN STUDENTS IN WASCO PUBLIC SCHOOLS AND THROUGHOUT CALIFORNIA. A SAMPLE OF THIRTEEN STUDENTS FROM EACH GRADE, PRE-SCHOOL THROUGH TWELVE, WAS RANDOMLY SELECTED FROM STUDENTS WITH SPANISH SURNAMES ATTENDING THE WASCO PUBLIC SCHOOLS. THE FOLLOWING TESTS WERE ADMINISTERED-FROSTIG DEVELOPMENTAL TEST OF VISUAL PERCEPTION, BENDER VISUAL MOTOR GESTALT TEST, CALIFORNIA TEST OF PERSONALITY, VINELAND SOCIAL MATURITY SCALE, CALIFORNIA TEST OF MENTAL MATURITY-SHORT FORM, GOODENOUGH-HARRIS DRAWING TEST, WECHSLER INTELLIGENCE SCALE FOR CHILDREN-WECHSLER ADULT INTELLIGENCE SCALE, AND THE CALIFORNIA ACHIEVEMENT TEST AND MULTIPLE APTITUDE TESTS. CONCLUSIONS INDICATE THAT THE MEXICAN-AMERICAN STUDENTS TEND TO FALL PROGRESSIVELY BEHIND THE NORMATIVE POPULATION IN PERCEPTUAL-MOTOR DEVELOPMENT. IN THE SOCIAL AND EMOTIONAL CATEGORIES, THIS POPULATION TENDS TO SEE ITSELF IN A LESS FAVORABLE WAY THAN THE NORMATIVE GROUP. THEY HAVE LOW SELF-CONCEPT AND FEELINGS OF INADEQUACY, BUT HIGHER SOCIAL MATURITY. THEIR ACADEMIC ACHIEVEMENT IS CHARACTERIZED BY A PROGRESSIVE DROP IN ACHIEVEMENT THROUGHOUT THE GRADES. CURRICULUM RECOMMENDATIONS AND EDUCATIONAL TECHNIQUE RECOMMENDATIONS ARE PRESENTED BY TEST AND BY CATEGORY. (SF)

ED 013 691 RC 001 776

REGAN, TIMOTHY F.
TEFL AND THE CULTURALLY DEPRIVED.
PUB DATE 29 APR 67

EDRS PRICE MF-00.25 HC-00.24 4P.

DESCRIPTORS *CULTURALLY DISADVANTAGED, *ENGLISH (SECOND LANGUAGE), *INSTRUCTIONAL MATERIALS, ADULT EDUCATION PROGRAMS, CULTURAL DIFFERENCES, MEXICAN AMERICANS, NEGROES, PROGRAMED INSTRUCTION, PROGRAMED MATERIALS.

TWO PROBLEMS ARE IDENTIFIED IN TEACHING CULTURALLY DEPRIVED ADULTS-(1) THE CULTURAL DISORIENTATION OF THE LEARNER, WHICH DOES NOT PERMIT HIM TO IDENTIFY WITH THE TEXT CONTENT, TEACHER OR THE COURSE GOALS, AND (2) THE COMPLEX PROBLEMS OF LEARNING ENGLISH AS A SECOND LANGUAGE. AN ATMOSPHERE OF UNDERSTANDING AND THE ADOPTION OF PROGRAMED MATERIALS DESIGNED WITH THE CULTURALLY DIFFERENT IN MIND ARE SEEN AS TRENDS TOWARD SOLVING THE FIRST PROBLEM. LEARNING A SECOND LANGUAGE IS DIFFICULT, SINCE MOTIVATIONAL FACTORS ARE DIFFERENT FOR ADULTS, AND TIME, EXPOSURE, AND PRACTICE PERIODS ARE LESS THAN IN LEARNING THE FIRST LANGUAGE AS A CHILD. (SF)

ED 013 692 RC 001 777
PINNOCK, THEODORE J.
TESTING IN ADULT BASIC EDUCATION PRO-

GRAMS CATERING TO SEASONAL AND MIGRANT FARMERS.

PUB DATE 29 APR 67

EDRS PRICE MF-00.25 HC-00.40 8P.

DESCRIPTORS *ADULT EDUCATION PROGRAMS, *MIGRANT EDUCATION, *TESTING PROBLEMS, EDUCATIONAL TESTING, GROUP INTELLIGENCE TESTING, PREDICTIVE ABILITY (TESTING), PSYCHOLOGICAL TESTING, SCORING, TESTING, TESTING PROGRAMS.

THE PURPOSE OF TESTING IN SEASONAL AND MIGRANT FARMERS' EDUCATIONAL PROGRAMS IS NOT FOR MEASUREMENT BUT FOR DIAGNOSIS OF THE DEGREE AND INTENSITY OF HELP NEEDED. TESTS SHOULD BE ADMINISTERED BY THE TEACHER TWO OR THREE WEEKS AFTER CLASS BEGINS WHEN POSSIBLE. THEY SHOULD BE SCORED CAREFULLY, AND THE RESULTS ANALYZED AND INTERPRETED. THE AUTHOR RECOMMENDS THAT THE RESULTS SHOULD SERVE THE FOLLOWING PURPOSES-(1) DIAGNOSE PARTICIPANTS' NEEDS, EITHER INDIVIDUALLY OR AS A GROUP, (2) DETERMINE THE INITIAL PLACEMENT OF THE PARTICIPANTS, (3) HELP MEASURE ACHIEVEMENT AND PROGRESS WITHIN THE GROUP, (4) HELP DISCOVER WHAT CHANGES SHOULD BE MADE IN THE TEACHING PROGRAM OR TEACHING METHODS, AND (5) DETERMINE THE ELIGIBILITY OF THE STUDENT FOR AN ELEMENTARY OR SECONDARY DIPLOMA. (SF)

ED 013 693 RC 001 783

LEWIS, MARY S.

PROJECT HEAD START, SUMMER 1966, LECTURES PRESENTED IN THE ORIENTATION SESSION FOR PERSONNEL IN THE CHILD DEVELOPMENT CENTERS (SAN FRANCISCO STATE COLLEGE, JUNE 19-24, 1966). SAN FRANCISCO STATE COLL., CALIF.

PUB DATE 19 JUN 66

EDRS PRICE MF-00.50 HC-04.72 116P.

DESCRIPTORS *CHILD CARE CENTERS, *CHILD CARE WORKERS, *TRAINING, BEHAVIOR PROBLEMS, HEALTH NEEDS, INDIVIDUAL DIFFERENCES, LANGUAGE DEVELOPMENT, NURSERY SCHOOLS, NUTRITION, SELF CONCEPT.

IN JUNE, 1966, SAN FRANCISCO STATE COLLEGE CONDUCTED AN ORIENTATION SESSION FOR THE PERSONNEL OF CHILD CARE CENTERS IN HEAD START PROGRAMS. FOLLOWING THE WASHINGTON, D. C., HEAD START STAFF GUIDELINES, THE 15 SPEAKERS PRESENTED SUCH TOPICS AS THE IMPACT OF POVERTY, HEALTH AND NUTRITION NEEDS FOR DISADVANTAGED CHILDREN, LANGUAGE DEVELOPMENT, BEHAVIOR PROBLEMS, INDIVIDUAL DIFFERENCES, SELF CONCEPT DEVELOPMENT, AND CHARACTERISTICS OF A GOOD NURSERY SCHOOL. THIS DOCUMENT PRESENTS THE TEXT OF EACH SPEECH. (SF)

ED 013 694 RC 001 799

LOGAN, EUNICE JENSEN, VERA
SCHOOL LUNCH AND LEARNING.
BUREAU OF INDIAN AFFAIRS, JUNEAU, ALASKA

PUB DATE 62

EDRS PRICE MF-01.00 HC-010.20 253P.

DESCRIPTORS *COOKING INSTRUCTION, *LEARNING, *LUNCH PROGRAMS, ADULT EDUCATION, ALASKA, BIBLIOGRAPHIES, ENRICHMENT, HANDWRITING, HEALTH, INNOVATION, JUNEAU, LANGUAGE, LANGUAGE ARTS, MATHEMATICS, NUTRITION, OBJECTIVES, READING, REF-

ERENCE MATERIALS, SCIENCES, SOCIAL DEVELOPMENT, SOCIAL STUDIES, SPELLING, STUDENT TEACHER RELATIONSHIP.

A COMPREHENSIVE PRESENTATION OF IDEAS IS MADE IN THIS PUBLICATION TO HELP THE SCHOOL PRINCIPAL ORGANIZE AND CONDUCT A SCHOOL LUNCH PROGRAM, AND TO FURNISH THE CLASSROOM TEACHER PRACTICAL SUGGESTIONS FOR ENRICHING THE TOTAL CLASSROOM PROGRAM THROUGH SCHOOL LUNCH EXPERIENCES. SCHOOL LUNCH IS THE TOPIC OF THE FIRST SECTION AND INCLUDES SUBTOPICS ABOUT-(1) ORGANIZING FOR THE SCHOOL LUNCH, (2) HOUSEKEEPING PRACTICES, (3) NUTRITION, (4) LUNCHROOM EQUIPMENT, (5) SAFETY PROCEDURES, (6) MEASUREMENTS AND EQUIVALENTS, AND (7) THE USE OF DRIED MILK AND EGGS AND BEANS. THE SECOND SECTION CONTAINS MANY INNOVATIVE SUGGESTIONS RELATING TO CORRELATION OF THE LEARNING PROGRAMS WITH THE SCHOOL LUNCH PROGRAM. IT CONTAINS SECTIONS DEVOTED TO-(1) GOALS WHICH CAN BE CORRELATED WITH THE SCHOOL LUNCH PROGRAM, (2) TEACHER-PUPIL PLANNING, (3) LANGUAGE ARTS, (4) SOCIAL STUDIES AND DEVELOPMENT, (5) MATHEMATICS, (6) SCIENCE AND HEALTH, AND (7) ADULT EDUCATION. AN APPENDIX SECTION INCLUDES A BIBLIOGRAPHY, REFERENCES FOR TEACHER AND PUPIL USE, AND SOURCES OF FREE AND INEXPENSIVE MATERIALS. (ES)

ED 013 695 RC 001 809

STOCKBURGER, CASSANDRA
CAUSES OF RURAL POVERTY.

PUB DATE 14 AUG 67

EDRS PRICE MF-00.25 HC-00.60 13P.

DESCRIPTORS *DEPRESSED AREAS (GEOGRAPHIC), *ECONOMIC DISADVANTAGEMENT, *HUMAN RESOURCES, *NATURAL RESOURCES, *RURAL AREAS, ACCULTURATION, AMERICAN INDIANS, ATTITUDES, EDUCATION, ETHNIC GROUPS, HABIT FORMATION, IMMIGRANTS, JOBS, LABOR, NEGROES, SPANISH AMERICANS, VALUES.

THERE IS ECONOMIC DISADVANTAGEMENT IN MANY SECTIONS OF OUR COUNTRY, BUT RURAL ECONOMIC DISADVANTAGEMENT IS CONCENTRATED LARGELY IN THE SOUTH AND SOUTHWEST. THE SOUTH HAS REMAINED IN ECONOMIC DISADVANTAGEMENT SINCE THE CIVIL WAR, DUE TO THE SHARECROPPER SYSTEM OF FARMING. IN APPALACHIA, OPPORTUNISTIC MINING AND FORESTRY OPERATIONS, COUPLED WITH THE G. I. BILL, HAVE ROBBED THE REGION OF BOTH ITS NATURAL AND HUMAN RESOURCES. IN THE SOUTHWEST, THE COMBINATION OF A LACK OF ACCULTURATION AND A CHEAP LABOR SUPPLY FROM MEXICO HAS CREATED ECONOMIC DISADVANTAGEMENT FOR THE SPANISH AMERICANS, WHILE THE INDIAN HAS ALSO EXPERIENCED EXPLOITATION AND DISCRIMINATION IN RELATION TO EDUCATION AND JOBS. CONTRIBUTORY FACTORS IN ALL THE DEPRESSED AREAS ARE THE LOCALIZED VALUES AND HABITS OF ETHNIC GROUPS. THE AUTHOR CONCLUDES THAT ECONOMICALLY DISADVANTAGED PEOPLE ARE POOR BECAUSE OF A COMBINATION OF REASONS, BUT NO PERSON IS POOR BY CHOICE. (JS)

ED 013 696 RC 001 810

JOHNSON, HELEN W.
AGE OF TRANSITION, RURAL YOUTH IN A CHANGING SOCIETY.

DEPARTMENT OF AGRICULTURE, WASHINGTON, D.C.
REPORT NUMBER USDA-AGR-HB-347
PUB DATE OCT 67
EDRS PRICE MF-\$0.50 HC-\$3.92 96P.

DESCRIPTORS *POPULATION DISTRIBUTION, *RURAL POPULATION, *RURAL YOUTH, AGRICULTURAL LABORERS, AMERICAN INDIANS, AREA VOCATIONAL SCHOOLS, COLLEGE STUDENTS, DROPOUTS, ECONOMIC RES. SERVICE, EMPLOYMENT OPPORTUNITIES, HEALTH, HIGH SCHOOL GRADUATES, LUNCH PROGRAMS, MENTAL HEALTH, MENTAL HEALTH CLINICS, MIGRANT WORKERS, NEGROES, PUBLIC LIBRARIES, PUBLIC SCHOOLS, REMEDIAL PROGRAMS, RURAL AREAS, SOCIAL SERVICES, VOCATIONAL AGRICULTURE, VOCATIONAL EDUCATION.

THE WORLD POPULATION IS INCREASING VERY RAPIDLY, WITH YOUNG PEOPLE (UNDER 25 YEARS OF AGE) CONSTITUTING ONE-HALF OR MORE OF THE TOTAL IN THE UNITED STATES, THE POPULATION HAS INCREASED TO APPROXIMATELY 200 MILLION, AND WITH THIS INCREASE, THERE HAS BEEN A SHIFT FROM A RURAL TO AN URBAN MAJORITY. EXTENSIVE COMPARISONS OF RURAL AND URBAN YOUTH ARE GRAPHICALLY AND VERBALLY PRESENTED IN THE FOLLOWING AREAS IN THIS BOOKLET-(1) THE WORLD WE LIVE IN, (2) PREPARING FOR LIFE, (3) MAKING A LIVING, (4) HEALTH AND WELFARE, (5) THE QUALITY OF RURAL LIFE, AND (6) THE WORLD OF TOMORROW. A SELECTED NUMBER OF THE CHARTS ARE AVAILABLE AS COLOR SLIDES FROM THE PHOTOGRAPHY DIVISION, OFFICE OF INFORMATION, USDA, WASHINGTON, D. C. THIS DOCUMENT IS AVAILABLE AS AGRICULTURAL HANDBOOK NO. 347 FROM SUPERINTENDENT OF DOCUMENTS, U. S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D. C. 20402 FOR 75 CENTS. (ES)

ED 013 697 RC 001 821
FRANSETH, JANE KOURY, ROSE
SURVEY OF RESEARCH ON GROUPING AS RELATED TO PUPIL LEARNING.
OFFICE OF EDUCATION, WASHINGTON, D.C.
REPORT NUMBER OE-20089
PUB DATE 66
EDRS PRICE MF-\$0.50 HC-\$2.88 70P.

DESCRIPTORS *ELEMENTARY SCHOOLS, *GROUPING (INSTRUCTIONAL PURPOSES), *GROUPING PROCEDURES, *RESEARCH, ADMINISTRATIVE ORGANIZATION, GROUP EXPERIENCE, GROUP INSTRUCTION, GROUP STRUCTURE, MATCHED GROUPS, RESEARCH PROJECTS, IN RESPONSE TO QUESTIONS ABOUT ORGANIZING CHILDREN FOR LEARNING, A SURVEY OF THE RESEARCH AND LITERATURE ON GROUPING OF ELEMENTARY SCHOOL PUPILS WAS CONDUCTED BY THE U. S. OFFICE OF EDUCATION. AFTER MANY RELEVANT STUDIES WERE EXAMINED, THE AUTHORS CONCLUDED THAT-(1) LEARNING RESULTS FROM MEMBERSHIP IN MANY DIFFERENT GROUPS, (2) ACHIEVEMENT GAINS MADE BY PUPILS IN CLASSROOMS REPRESENTING MORE THAN A NORMAL SPREAD OF DIFFERENCES AMONG CHILDREN WERE HIGHER THAN AVERAGE GAINS MADE BY PUPILS IN ABILITY-GROUPED CLASSROOMS, (3) FACTORS OTHER THAN THE PARTICULAR GROUPING METHODS USED ACCOUNT FOR DIFFERENCES IN ACHIEVEMENT GAINS, (4) SUCCESS IN ORGANIZING CHILDREN ACCORDING TO ABILITY IS PROBABLY AN

UNREALISTIC EXPECTATION, AND (5) AMPLE OPPORTUNITY FOR FLEXIBILITY IN GROUPING CHILDREN IN THE ELEMENTARY SCHOOL SEEMS ESSENTIAL TO PROVIDE OPPORTUNITIES FOR MEETING CHANGING NEEDS OF CHILDREN. THIS DOCUMENT IS AVAILABLE AS FS 5.220-20089 FOR 40 CENTS FROM SUPERINTENDENT OF DOCUMENTS, U. S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D. C., 20402. (SF)

ED 013 698 24 RC 001 829
FORBES, JACK D.
THE EDUCATION OF THE CULTURALLY DIFFERENT. A MULTI-CULTURAL APPROACH. FAR WEST LAB. FOR EDUCATIONAL RES. AND DEV.
REPORT NUMBER BR-6-2931
PUB DATE 67
CONTRACT OEC-4-7-062931-3064
EDRS PRICE MF-\$0.25 HC-\$1.64 41P.

DESCRIPTORS *CULTURAL AWARENESS, *CULTURAL BACKGROUND, *CULTURAL DIFFERENCES, *CULTURAL DISADVANTAGEMENT, ACCULTURATION, AMERICAN INDIANS, ANGLO AMERICANS, CULTURAL FACTORS, CULTURAL PLURALISM, CULTURE CONFLICT, ENGLISH (SECOND LANGUAGE).

THE CULTURALLY DIFFERENT PUPIL IS DISTINGUISHED FROM THE CULTURALLY DISADVANTAGED IN THIS ESSAY. THE SINGLE-CULTURAL ORIENTATION OF MOST AMERICAN SCHOOLS HAS CREATED EDUCATIONAL DISADVANTAGES FOR MANY STUDENTS. THE CULTURALLY DIFFERENT STUDENT WHO DOESN'T FIT INTO THE MONO-CULTURAL SCHOOL RETALIATES BY WITHDRAWAL, WHEREUPON HE IS LABELED AS CULTURALLY DEPRIVED, AND MORE PROGRAMS OF A MONO-CULTURAL ORIENTATION ARE DIRECTED TOWARD HIM. THE AUTHOR SEES THE MONO-CULTURAL SCHOOL IN A MULTI-CULTURAL SOCIETY AS UNREALISTIC AND DESTINED TO CONTINUE TO PRODUCE FAILURES AMONG CULTURALLY DIFFERENT STUDENTS. THE REMEDY, IN THE FORM OF MULTI-CULTURAL, REGIONALLY RELEVANT SCHOOLS, IS ADVOCATED. THESE SCHOOLS SHOULD BE RESPONSIVE TO THE DIFFERENT CULTURAL HERITAGE, THE DIFFERENT LANGUAGE, AND THE CULTURAL ASSETS OF THE RESPECTIVE COMMUNITIES THEY SERVE. A BIBLIOGRAPHICAL ESSAY PRESENTS SOURCES ON THE EDUCATION OF CULTURALLY DIFFERENT AND LOW-INCOME GROUPS AND SOURCES DEALING WITH THE EFFECTS OF CONQUEST, COLONIALISM, AND CULTURE CHANGE. (SF)

ED 013 699 RC 001 831
FLORIDA MIGRANT HEALTH PROJECT.
FOURTH ANNUAL PROGRESS REPORT, 1966-1967.
FLORIDA ST. BOARD OF HEALTH, JACKSONVILLE
PUB DATE 67
EDRS PRICE MF-\$1.25 HC-\$11.48 285P.

DESCRIPTORS *ACTIVITIES, *CLINICS, *MEDICAL SERVICES, *MIGRANT HEALTH SERVICES, *MIGRANT WORKER PROJECTS, CONFERENCES, DENTAL CLINICS, DISEASES, FLORIDA MIGRANT HEALTH PROJECT, HEALTH EDUCATION, MIGRANT HOUSING, MIGRANTS, NURSING, PERSONNEL, REFERRAL, U. S. PUBLIC HEALTH SERVICE, VISION TESTS.

THE FOURTH ANNUAL PROGRESS REPORT OF THE FLORIDA MIGRANT HEALTH

PROJECT INDICATES THAT IN 1966-67 THERE WAS AN APPRECIABLE INCREASE IN THE AMOUNT AND VARIETY OF MIGRANT HEALTH SERVICES RENDERED, THE NUMBER OF MIGRANTS CONTACTED, AND THE ACTIVITIES PERFORMED BY PROJECT PERSONNEL. MIGRANT HEALTH SERVICE REFERRALS INCREASED BY 1,222 OVER THE SAME PERIOD THE PREVIOUS YEAR. THE NUMBER OF MEDICAL CLINICS INCREASED, PROVIDING SUCH SERVICES AS DENTAL CLINICS, VISION TESTS, MEDICAL SERVICES, NURSING, AND DIABETES SCREENING. SOME ADVANCES WERE MADE IN IMPROVED MIGRANT HOUSING AND HEALTH EDUCATION ACTIVITIES. PLANS FOR THE FUTURE CALL FOR AN INTENSIVE VENEREAL DISEASE PROGRAM, INPATIENT HOSPITAL CARE, RESUMPTION OF VISION, DENTAL, AND DIABETES SCREENING, ADDITIONAL MEDICAL AND DENTAL CLINICS, AND HOLDING A MIGRANT HEALTH SERVICES CONFERENCE. (JS)

ED 013 700 RC 001 834
RAMSEY, RALPH J.
FORMS AND SCOPE OF POVERTY IN KENTUCKY. RESOURCE DEVELOPMENT SERIES 16.
KENTUCKY UNIV., LEXINGTON
PUB DATE JAN 67
EDRS PRICE MF-\$0.25 HC-\$2.00 48P.

DESCRIPTORS *CULTURAL DISADVANTAGEMENT, *CULTURALLY DISADVANTAGED, *ECONOMIC DISADVANTAGEMENT, *ECONOMICALLY DISADVANTAGED, COOP. EXTENSION SERVICE, EMPLOYMENT, HEALTH, HOUSING, INCOME, LOW INCOME, MIGRANTS, NEGROES, PART TIME JOBS, PARTICIPATION, RETARDATION, RURAL POPULATION, SCHOOL HOLDING POWER, SEX (CHARACTERISTICS), SOCIAL PROBLEMS, SOCIAL RELATIONS, STATUS, UNEMPLOYED, URBAN POPULATION, WELFARE.

THE PURPOSE OF THIS PUBLICATION WAS TO IDENTIFY POVERTY AND TO DESCRIBE PARTICULAR POVERTY SITUATIONS IN KENTUCKY. POVERTY IS DESCRIBED AS BEING A CONDITION OF DEPRIVATION IN ANY ASPECT OF LIVING WHICH HANDICAPS A PERSON IN ACQUIRING THE GOOD THINGS OF LIFE. FOR MEASURING THE EXTENT OF POVERTY IN KENTUCKY, THE FOLLOWING FACTORS WERE CONSIDERED-(1) INCOME, (2) EDUCATION, (3) EMPLOYMENT, (4) HOUSING, (5) HEALTH, (6) SOCIAL PARTICIPATION, AND (7) WELFARE RECIPIENTS. VARIOUS TABLES ARE PRESENTED WHICH ANALYZE THE COMPOSITION OF THE POVERTY-STRIKEN SEGMENT OF THE POPULATION IN KENTUCKY. TO COMBAT THESE PROBLEMS OF POVERTY, THE NATIONAL COMMITTEE FOR ECONOMIC DEVELOPMENT RECOMMENDED A NINE-POINT PROGRAM OF ACTION CONCERNING EDUCATION AND TRAINING, AND CALLING FOR A COMBINATION OF FEDERAL, STATE, LOCAL, AND PRIVATE EFFORT. THE PROGRAM WAS PRESENTED VERY BRIEFLY IN THE PUBLICATION. (ES)

ED 013 701 RE 000 034
RAWSON, MARGARET B.
A BIBLIOGRAPHY ON THE NATURE, RECOGNITION AND TREATMENT OF LANGUAGE DIFFICULTIES.
ORTON SOCIETY, POMFRET, CONN.
PUB DATE 66
DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *APHASIA, *LANGUAGE HANDICAPS, *READING DIFFICULTIES, *REMEDIATION, *ASSOCIATIVE LEARNING, BEHAVIOR GENETICS, BENDER GESTALT TEST FOR YOUNG CHILDREN, DYNAMIC NEUROLOGY, LATERAL DOMINANCE, LEARNING READINESS, LINGUISTICS, MONTESSORI METHOD, STUTTERING, VERBAL ABILITY, VISUALLY HANDICAPPED, WISC.

A SELECTED READING AND REFERENCE LIST OF PUBLICATIONS FROM 1896 TO 1966 ON THE NATURE, RECOGNITION, AND TREATMENT OF LANGUAGE DIFFICULTIES IS PRESENTED. THE TITLES WERE SELECTED ON THE BASIS OF RELEVANCE TO THE GENERAL INTERESTS AND SPECIFIC NEEDS OF PEOPLE CONCERNED WITH LANGUAGE DISORDERS, PARTICULARLY WITH A SPECIFIC LANGUAGE DISABILITY. MATERIALS ARE ORGANIZED UNDER THE FOLLOWING CATEGORIES: (1) MEDICINE, NEUROLOGY, AND PSYCHOLOGY, (2) LANGUAGE AND SEMANTICS, (3) EDUCATION, (4) VARIOUS DEVELOPMENTAL AND REMEDIAL APPROACHES TO LANGUAGE LEARNING, (5) SPECIFIC LANGUAGE DISABILITY, (6) PSYCHOLOGICAL, ACHIEVEMENT, AND DIAGNOSTIC TESTS, (7) MANUALS, WORKBOOKS, INSTRUCTIONAL MATERIALS, AND TEXTS FOR STUDENTS, (8) JOURNALS-ANNUAL, QUARTERLY, MONTHLY, AND (9) BIBLIOGRAPHIES. AN EVALUATIVE ANNOTATION APPEARS WITH EACH ITEM. MANY NEW PAPERBACK EDITIONS ARE MENTIONED AND CURRENT PRICES ARE GIVEN WHEN KNOWN. THIS DOCUMENT IS AVAILABLE FROM THE ORTON SOCIETY, BOX 153, POMFRET, CONNECTICUT, AND FROM THE EDUCATORS PUBLISHING SERVICE, CAMBRIDGE, MASSACHUSETTS 02139, FOR \$11.50. (LS)

ED 013 702 RE 000 106

RAYGOR, ALTON L. BENNETT, DALE E.
A GUIDE TO HIGH SCHOOL AND COLLEGE READING TESTS.

MINNESOTA UNIV., MINNEAPOLIS
PUB DATE 66

EDRS PRICE MF-\$0.50 HC-\$2.40 58P.

DESCRIPTORS *BIBLIOGRAPHIES, *GROUP TESTS, *READING TESTS, *SCREENING TESTS, ADULT STUDENTS, COLLEGE STUDENTS, HIGH SCHOOL STUDENTS, TEST CONSTRUCTION, TEST SELECTION, TEST VALIDITY.

FIFTY-ONE SURVEY-TYPE GROUP READING TESTS DESIGNED FOR USE WITH HIGH SCHOOL AND COLLEGE STUDENTS ARE SUMMARIZED AND REVIEWED BRIEFLY. INFORMATION IS GIVEN ON THE RELIABILITY, VALIDITY, CONTENT, NUMBER OF FORMS, GRADE LEVEL, WORKING AND ADMINISTRATION TIME, DATA, PUBLISHER, GENERAL ABILITIES MEASURED, AND AUTHORS OF EACH TEST. COMMENTS ABOUT TEST WEAKNESSES SELECTED FROM CRITICAL REVIEWS BY SPECIALISTS IN THE FIELD OF READING FOR THE BENEFIT OF PROSPECTIVE TEST USERS ARE PRESENTED. ELEVEN OTHER HIGH SCHOOL AND ADULT TESTS ON WHICH ONLY LIMITED DATA WERE AVAILABLE ARE DESCRIBED IN CHART FORM. THE GUIDE INCLUDES ADDRESSES OF TEST PUBLISHERS AND REFERENCES FOR REVIEWS OF TEST INSTRUMENTS. (LS)

ED 013 703 RE 000 134

UTSEY, JORDAN
SIMULATION IN READING.

PUB DATE DEC 66

EDRS PRICE MF-\$0.25 HC-\$0.52 11P.

DESCRIPTORS *PRESERVICE EDUCATION, *READING RESEARCH, *SIMULATION, *TEACHER EDUCATION, *TEACHER IMPROVEMENT, INFORMAL READING INVENTORY, INSTRUCTIONAL FILMS, READING INSTRUCTION, READING LEVEL, READING MATERIALS, UNIVERSITY OF OREGON.

AN ATTEMPT TO IMPROVE THE RELIABILITY, VALIDITY, AND EFFICIENCY OF ALL READING INSTRUCTION BY MODIFYING CERTAIN DIMENSIONS OF TEACHER BEHAVIOR IS REPORTED. A SURVEY IN OREGON INDICATED THAT TO DETERMINE THE FUNCTIONAL READING LEVEL OF STUDENTS, 74 PERCENT OF THE TEACHERS USED GRADE EQUIVALENT SCORES FROM ACHIEVEMENT TESTS, 24 PERCENT USED INFORMATION FROM CUMULATIVE FOLDERS, AND 30 PERCENT USED COMBINATIONS. MATERIALS WERE DEVELOPED TO GIVE PROSPECTIVE TEACHERS AN OPPORTUNITY TO LEARN THE MARKING CODE OF THE INFORMAL READING INVENTORY, TO PRACTICE, AND TO EVALUATE THEIR SKILL. A SERIES OF SIMULATED INSTRUCTIONAL FILMS AND PRINTED MATERIALS WAS DEVISED. THE PROCESS EXPERIENCED BY THE TEACHERS IN THREE CLASS PERIODS IS DESCRIBED. ONE HUNDRED UNDERGRADUATE STUDENTS WERE STUDIED TO DETERMINE THE EFFICIENCY OF THE MATERIAL. THE RESULTS INDICATED THAT TEACHERS, AFTER VIEWING SIMULATED MATERIAL, WERE 92 PERCENT ACCURATE IN ASSESSING FUNCTIONAL READING LEVEL. AFTER REVISION OF THE MATERIAL, A SECOND STUDY WAS CONDUCTED WITH 50 SUBJECTS. THE RESULTS INDICATED 94 PERCENT ACCURACY. A DISCUSSION OF TRANSFER INTO ACTUAL CLASSROOM PRACTICE AND REFERENCES ARE INCLUDED. (BK)

ED 013 704

RE 000 135

SPACHE, GEORGE D.
READING TECHNOLOGY.

PUB DATE DEC 66

EDRS PRICE MF-\$0.25 HC-\$0.44 14P.

DESCRIPTORS *COMPUTER ASSISTED INSTRUCTION, *INSTRUMENTATION, *READING INSTRUCTION, *REVIEW (REEXAMINATION), *TECHNOLOGICAL ADVANCEMENT, INSTRUCTIONAL MATERIALS, LANGUAGE, PHONICS, READING MATERIALS, TEACHING MACHINES.

THE PRESENT AND FUTURE APPLICATIONS OF CERTAIN SCIENTIFIC DEVICES AND THEORIES TO INSTRUCTION IN READING ARE REVIEWED. A NUMBER OF DEVICES BASED ON COMPUTER-ASSISTED INSTRUCTION, INCLUDING THE TALKING TYPEWRITER, ORTHOGRAPHIC ARRANGEMENT, RELATIONSHIP OF WORD LENGTH AND MEANING, LETTER SEQUENCES AND THE RELATIONSHIP TO PRONUNCIATION RULES, AND PROGRAMMED MATERIALS ARE DISCUSSED. THE CURRICULAR IMPLICATIONS AND APPLICATIONS OF THE DEVICES INCLUDE THE SEQUENCE IN TEACHING PHONICS, THE CONSISTENCY OF PHONIC COMBINATIONS AND STRUCTURAL UNITS IN MATERIALS TO FORMULATE GENERALIZATIONS, THE PREPARATION OF TEXTUAL MATERIAL DEALING WITH SENTENCE PATTERNS, THE INFLUENCE OF SEMANTIC CONSTRAINTS UPON THE POSSIBILITY OF DERIVING MEANING FROM AN UNKNOWN WORD, THE PROCESSING AND RECODING OF LANGUAGE,

BETTER TYPES OF READING AND PRE-READING EXPERIENCES, THE PROCESSES AND STAGES OF COMPREHENSION, READABILITY MEASURES AND FORMULAS, AND INFORMATION RETRIEVAL REFERENCES ARE INCLUDED. (BK)

ED 013 705

RE 000 149

BEGGS, DONALD L. HIERONYMUS, ALBERT N.

UNIFORMITY OF GROWTH IN THE BASIC SKILLS THROUGHOUT THE SCHOOL YEAR AND DURING THE SUMMER.

PUB DATE FEB 67

EDRS PRICE MF-\$0.25 HC-\$0.44 9P.

DESCRIPTORS *ACHIEVEMENT TESTS, *GRADE EQUIVALENT SCALES, *STANDARDIZED TESTS, *TEST INTERPRETATION, GROUP TESTS, INTERNAL SCALING.

THE ASSUMPTION THAT ONE-TENTH OF THE YEARLY GROWTH IN ALL ACHIEVEMENT AREAS TAKES PLACE EACH MONTH OF THE SCHOOL YEAR AND THAT ONE-TENTH OF THE YEARLY GROWTH OCCURS DURING THE SUMMER MONTHS WAS INVESTIGATED. THE STUDY WAS CONDUCTED IN CONNECTION WITH THE ANNUAL IOWA BASIC SKILLS TESTING PROGRAM IN THE STATE OF IOWA. MEDIANS FOR THE 11 SUBTESTS WERE ESTABLISHED AS OF JANUARY 15. ADDITIONAL ADMINISTRATIONS OF THE TESTS WERE CONDUCTED AROUND APRIL 15 AND OCTOBER 15. DATA BEARING ON SUMMER GROWTH WERE OBTAINED LATE IN MAY AND EARLY IN SEPTEMBER. THE SCHOOL-YEAR PHASE WAS CONDUCTED IN GRADES 3-4, 4-5, AND 5-6. THE SUMMER PHASE WAS CONDUCTED IN GRADES 5-6. THE EXPECTED DISTRIBUTIONS WERE OBTAINED BY INTERPOLATING BETWEEN THE DISTRIBUTIONS OBTAINED FOR THE SAMPLES IN THE JANUARY PROGRAMS. THE MEDIANS OF THE EXPECTED DISTRIBUTIONS WERE SIGNIFICANTLY DIFFERENT FROM THE MEDIANS OF THE OBTAINED DISTRIBUTIONS OF OCTOBER AND APRIL. FINDINGS INDICATED THAT THE ASSUMPTION OF UNIFORM GROWTH THROUGHOUT THE SCHOOL YEAR WAS QUESTIONABLE. NO ONE ALTERNATIVE ASSUMPTION APPEARED TO BE MORE APPROPRIATE. THE MAJOR RESULTS ARE SUMMARIZED IN TABULAR FORM. (RH)

ED 013 706

RE 000 239

CURTIS, ALICE AND OTHERS

READING FOR THE GIFTED-GUIDED EXTENSION OF READING SKILLS THROUGH LITERATURE. PART 1, APPRECIATING THE CONTRIBUTIONS OF ONE AUTHOR...

LOS ANGELES CITY SCHOOLS, CALIF.

REPORT NUMBER LACS-INSTR-BULL-EC-

112

PUB DATE 66

EDRS PRICE MF-\$0.50 HC-\$4.48 110P.

DESCRIPTORS *GIFTED, *INTERMEDIATE GRADES, *LITERATURE APPRECIATION, *READING INSTRUCTION, *TEACHING GUIDES, CHILDRENS BOOKS, GRADE 5, GRADE 6, LOS ANGELES CITY SCHOOLS.

THIS TEACHING GUIDE IS PRESENTED TO ASSIST THE TEACHER IN WHOSE CLASSES ARE ONE OR MORE GIFTED PUPILS READING ABOVE GRADE LEVEL. DESIGNED FOR USE WITH GIFTED PUPILS AT GRADES FIVE AND SIX, PART 1 PROVIDES GUIDANCE FOR TEACHING THE CONTRIBUTIONS OF ONE AUTHOR TO CHILDREN'S LITERATURE. THE METHOD USES THREE GROUPINGS OF BOOKS. THE "A" BOOK, "ALONG CAME A DOG" BY MEIN-

DEBERT DE JONG, IS USED TO STIMULATE THE CHILDREN TO READ THE "B" AND "C" BOOKS AND IS ANALYZED IN DETAIL. THE FOUR "B" BOOKS, ALSO BY DE JONG, ARE INDIVIDUALLY READ, DISCUSSED, EVALUATED, AND COMPARED TO THE "A" BOOK AND TO EACH OTHER. THE FIFTEEN "C" BOOKS ARE NOT INDIVIDUALLY ANALYZED, BUT ARE READ INDEPENDENTLY. THEY PROVIDE A RICHER BACKGROUND FOR AN IN-DEPTH ANALYSIS OF THE "A" AND "B" BOOKS AND SHOULD BE READ CONCURRENTLY WITH THE OTHERS. GUIDANCE FOR THE TEACHER INCLUDES SUGGESTIONS FOR MOTIVATING THE PUPILS, FOR INTRODUCING THE STORY, FOR SETTING UP PURPOSES FOR READING, FOR TEACHING VOCABULARY, AND FOR GUIDING QUESTIONS FOR DISCUSSING IMPORTANT ELEMENTS OF CHARACTERIZATION, PLOT DEVELOPMENT, AND STYLE. SYNOPSSES ARE GIVEN FOR EACH OF THE "B" AND "C" BOOKS. BACKGROUND INFORMATION ABOUT THE AUTHOR AND THE ILLUSTRATOR IS PROVIDED. (RH)

ED 013 707 **RE 000 240**
PENROSE, ROBERT AND OTHERS
 READING FOR THE GIFTED-GUIDED EXTENSION OF READING SKILLS THROUGH LITERATURE. PART 2, APPRECIATING THE CONTRIBUTIONS OF SCIENCE THROUGH BIOGRAPHY...
 LOS ANGELES CITY SCHOOLS, CALIF.
 REPORT NUMBER LACS-INSTR-BULL-EC-118
 PUB DATE 66
 EDRS PRICE MF-\$0.50 HC-\$4.12 101P.

DESCRIPTORS *GIFTED, *READING INSTRUCTION, *SCIENCE EDUCATION, *TEACHING GUIDES, BIOGRAPHIES, GRADE 5, GRADE 6, LITERATURE APPRECIATION, LOS ANGELES CITY SCHOOLS, SCIENCE MATERIALS.

THIS TEACHING GUIDE IS DESIGNED FOR USE WITH GIFTED PUPILS AT GRADES FIVE AND SIX WHO ARE READING TWO OR MORE LEVELS ABOVE THEIR GRADE PLACEMENT. THE GUIDE ALSO PROVIDES GUIDANCE FOR THE STUDY OF BIOGRAPHY THROUGH SCIENCE LITERATURE. SUCH READING SKILLS AS ANALYZING THE AUTHOR'S PURPOSE, HIS ORGANIZATION, PERSONALITY AND STYLE, UNDERSTANDING FIGURATIVE LANGUAGE, SYMBOLISM, IMPLICATIONS, THE THEME OR CENTRAL PURPOSE, AND TONE, GAINING INSIGHT INTO HUMAN BEHAVIOR, AND UNDERSTANDING THE INFLUENCE OF ENVIRONMENT ON CHARACTER ARE DEVELOPED. THREE GROUPINGS OF BOOKS ARE USED. THE "A" BOOK IS "BREAKTHROUGHS IN SCIENCE" BY ISAAC ASIMOV. QUESTIONS ARE PROVIDED TO HELP THE CHILD TO ACQUIRE UNDERSTANDINGS IN THE AREA OF SCIENCE AND TO IMPROVE HIS PROFICIENCY IN THE USE OF READING SKILLS. THE FOUR "B" BOOKS, BIOGRAPHIES OF GALILEO, ALBERT SCHWEITZER, LOUIS AGASSIZ, AND ROBERT GODDARD, ARE USED TO DEVELOP APPRECIATIONS IN THE AREA OF BIOGRAPHICAL LITERATURE. THE 15 "C" BOOKS ARE TO BE READ INDEPENDENTLY AND USED FOR DISCUSSION. IN ADDITION TO TEACHING SUGGESTIONS, SYNOPSSES OF ALL THE BOOKS ARE GIVEN. BACKGROUND INFORMATION FOR THE TEACHER, A GLOSSARY, AND A BIBLIOGRAPHY ARE INCLUDED. (RH)

ED 013 708 **RE 000 242**
CUSHENBERRY, DONALD C.
 THE JOPLIN PLAN AND CROSS GRADE GROUPING.
 PUB DATE MAY 67
 EDRS PRICE MF-\$0.25 HC-\$0.92 21P.

DESCRIPTORS *ABILITY GROUPING, *GROUPING (INSTRUCTIONAL PURPOSES), *READING INSTRUCTION, *READING RESEARCH, INTERMEDIATE GRADES, JOPLIN PLAN, UNIVERSITY OF OMAHA.

THIS PAPER ON THE JOPLIN PLAN INCLUDES AN OUTLINE OF HISTORICAL MOVEMENTS LEADING TO THE JOPLIN PLAN AS IT IS KNOWN TODAY, A DESCRIPTION OF THE PLAN AS IT IS USED IN JOPLIN, A SURVEY OF VARIOUS STUDIES WHICH HAVE EMPLOYED THE PLAN, AND A DISCUSSION OF ITS ADVANTAGES AND LIMITATIONS. TYPICALLY, THE JOPLIN PLAN GROUPS MIDDLE-GRADE CHILDREN FOR READING INSTRUCTION ON THE BASIS OF SCORES MADE ON READING ACHIEVEMENT TESTS AND TEACHER OBSERVATIONS, REGARDLESS OF GRADE PLACEMENT. THE GROUPS ARE NOT CONSIDERED HOMOGENEOUS, HOWEVER, AND INDIVIDUAL DIFFERENCES MUST STILL BE RECOGNIZED. SOME ADVANTAGES ARE THAT PUPILS ARE PLACED AT READING LEVELS WHERE SUCCESS IS POSSIBLE, THAT READING INSTRUCTION ACQUIRES NEW IMPORTANCE, THAT TEACHERS APPARENTLY ARE STIMULATED TO BETTER PERFORMANCE, THAT READING ACHIEVEMENT AS MEASURED BY STANDARDIZED TESTS MAY BE INCREASED, AND THAT PARENTS APPROVE WHEN THE PLAN IS CAREFULLY EXPLAINED. SOME LIMITATIONS ARE THAT SOCIAL PRESSURE MAY RESULT WHEN FOURTH- AND SIXTH-GRADE PUPILS ARE IN THE SAME READING CLASS, THAT POOR ACADEMIC INTEGRATION MAY RESULT IF COMMUNICATION BETWEEN THE READING TEACHER AND THE HOMEROOM TEACHER IS INSUFFICIENT, AND THAT THE PLAN MAY BE INEFFECTIVE IF NO PROVISION IS MADE FOR INDIVIDUAL DIFFERENCES WITHIN THE READING GROUP. REFERENCES ARE INCLUDED. THIS PAPER WAS PRESENTED AT THE INTERNATIONAL READING ASSOCIATION CONFERENCE (SEATTLE, MAY 4-6, 1967). (RH)

ED 013 709 **RE 000 257**
HAFNER, LAWRENCE E.
 WHAT MATERIALS SHOULD BE USED IN COLLEGE READING COURSES.
 PUB DATE MAY 67
 EDRS PRICE MF-\$0.25 HC-\$1.16 27P.

DESCRIPTORS *COLLEGE STUDENTS, *LANGUAGE ARTS, *READING DIFFICULTY, *READING MATERIALS, COMPUTER ASSISTED INSTRUCTION, MECHANICAL TEACHING AIDS, READING ACHIEVEMENT, READING INSTRUCTION, READING SKILLS, STUDY SKILLS.

COLLEGE STUDENTS AND THEIR READING PROBLEMS AND SOME MATERIALS WHICH MIGHT BE USED TO UPGRADE READING SKILLS ARE DISCUSSED. PROBLEMS IN LANGUAGE ARTS INCLUDE THE LACK OF SKILL IN STUDYING, LISTENING, WRITING, SPEAKING, AND DIFFICULTY IN UNDERSTANDING THE UNDERLYING CONCEPTS OF SPECIALIZED VOCABULARY. PERSONAL PROBLEMS SUCH AS ANXIETY ASSOCIATED WITH POOR ACHIEVEMENT, LACK OF MOTIVATION, AND LACK OF EGO STRENGTH ARE RELATED TO ACHIEVEMENT IN SCHOLASTIC SUBJECTS. THE MATERIALS WHICH CAN BE USED TO

BUILD SKILLS OF COLLEGE READERS ARE CLASSIFIED AS READING MANUALS AND BOXED MATERIALS. THE USE OF MACHINES, COMPUTER-ASSISTED INSTRUCTION, NEWSPAPERS, MAGAZINES, AND PAPERBACKS IS DISCUSSED. THE USE OF MATERIALS DEPENDS ON THE INSTRUCTIONAL TECHNIQUES WHICH ACCOMPANY THEM. BRIEF DESCRIPTIONS OF 12 SELECTED READING MANUALS, STUDY MANUALS, AND BOXED MATERIALS ARE PROVIDED. REFERENCES ARE INCLUDED. THIS PAPER WAS PRESENTED AT THE INTERNATIONAL READING ASSOCIATION CONFERENCE (SEATTLE, MAY 4-6, 1967). (BK)

ED 013 710 **RE 000 262**
HUMPHREY, JACK W.
 IN-CLASS GROUPING TO CARE FOR INDIVIDUAL NEEDS.
 PUB DATE MAY 67
 EDRS PRICE MF-\$0.25 HC-\$0.48 10P.

DESCRIPTORS *ABILITY GROUPING, *HIGH SCHOOLS, *REMEDIAL READING PROGRAMS, EVANSVILLE PUBLIC SCHOOLS, READING MATERIALS.

AN IN-CLASS GROUPING PLAN IS PRESENTED FOR AIDING STUDENTS ENTERING HIGH SCHOOL WITH INSTRUCTIONAL READING LEVELS AS LOW AS GRADES TWO AND THREE. THESE PUPILS WERE ASSIGNED TO A CLASS CALLED READING 1 AND WERE TO CONTINUE TO READING 2, 3, OR 4 FOR A TOTAL OF FOUR SEMESTERS OR UNTIL THEY HAD REACHED A SEVENTH-GRADE INSTRUCTIONAL LEVEL. MOST OF THE TEACHERS HAD A READING SPECIALIST LICENSE, AND MOST CLASSES WERE TAUGHT IN A SPECIALLY EQUIPPED DEVELOPMENTAL READING ROOM. ON THE BASIS OF TEST SCORES ACHIEVED ON THE GATES READING SURVEY, THE LORGE-THORNDIKE NON-VERBAL INTELLIGENCE TEST, THE STANFORD-BINET INTELLIGENCE TEST, THE BOTEL READING INVENTORY, AND ON THE PEABODY PICTURE VOCABULARY TEST AS NEEDED, CLASSES WERE DIVIDED INTO THREE GROUPS. FOR EXAMPLE, IN A READING 1 CLASS OF 15 STUDENTS, GROUP 1 HAD SIX PUPILS WITH A FIFTH-GRADE INSTRUCTIONAL LEVEL, GROUP 2 HAD SIX PUPILS AT THE FOURTH-GRADE LEVEL, AND GROUP 3 HAD THREE PUPILS AT THE SECOND- OR THIRD-GRADE LEVEL. DURING THE READING PERIOD, ONE OF THE GROUPS WAS GIVEN INSTRUCTION WHILE THE OTHERS WORKED ON A BASIC ASSIGNMENT. A VARIETY OF MATERIALS AND TECHNIQUES SUSTAINED INTEREST. A WEEK'S PROGRAM IN READING 1 IS DESCRIBED. THE MATERIALS USED IN THE PLAN ARE LISTED IN THE BIBLIOGRAPHY. THIS PAPER WAS PRESENTED AT THE INTERNATIONAL READING ASSOCIATION CONFERENCE (SEATTLE, MAY 4-6, 1967). (RH)

ED 013 711 **RE 000 266**
KARLIN, ROBERT
 A THREE-PRONGED ATTACK ON VOCABULARY DEVELOPMENT.
 PUB DATE MAY 67
 EDRS PRICE MF-\$0.25 HC-\$0.64 14P.

DESCRIPTORS *GUIDELINES, *READING COMPREHENSION, *TEACHING TECHNIQUES, *VOCABULARY DEVELOPMENT, *VOCABULARY SKILLS, CONCEPT FORMATION, QUEENS COLLEGE OF THE CITY UNIVERSITY OF NEW YORK, STUDY SKILLS, TEACHING METHODS, WORD LISTS.

STATUS STUDIES OF THE RELATIONSHIP BETWEEN VOCABULARY, SIZE AND THE EXTENT OF READING SUPPORT THE BELIEF THAT MORE AVID READERS HAVE RICHER VOCABULARIES. HOWEVER, STUDIES OF DIRECT EFFORTS TO INCREASE VOCABULARY THROUGH WIDE READING ALONE HAVE NOT YIELDED SATISFACTORY RESULTS. HENCE, WIDE READING COMBINED WITH DIRECT AND INDIRECT APPROACHES IS RECOMMENDED FOR A COMPREHENSIVE PROGRAM IN VOCABULARY DEVELOPMENT. SUGGESTED GUIDELINES EMPHASIZE THE USE OF INDIVIDUAL WEAKNESSES IN DETERMINING THE DEGREE OF INVOLVEMENT IN VOCABULARY STUDY, THE STUDY OF WORDS IN CONTEXT, THE STUDY OF WORKING RATHER THAN ESOTERIC VOCABULARIES, AND THE APPLICATION OF WORD LEARNING. THE USE OF CONTEXTUAL AND STRUCTURAL CLUES, THE STUDY OF WORD ORIGINS AND MULTIPLE MEANINGS, THE STUDY OF WORD LISTS IN RELATION TO STUDENTS' ACTIVITIES, AND THE USE OF PROGRAMED MATERIALS ARE RECOMMENDED TO HELP STUDENTS BROADEN AND EXTEND THEIR VOCABULARIES. REFERENCES ARE INCLUDED. THIS PAPER WAS PRESENTED AT THE INTERNATIONAL READING ASSOCIATION CONFERENCE (SEATTLE, MAY 4-6, 1967). (NS)

ED 013 712 24 RE 000 296

YARINGTON, DAVID JON

A STUDY OF THE RELATIONSHIPS BETWEEN THE READING DONE BY COLLEGE FRESHMEN AND APTITUDE AND SCHOLASTIC ACHIEVEMENT.

OHIO UNIV., ATHENS

REPORT NUMBER BR-5-8421

PUB DATE 67

CONTRACT OEC-6-10-315

EDRS PRICE MF-\$1.00 HC-\$9.92 246P.

DESCRIPTORS *COLLEGE FRESHMEN, *READING ACHIEVEMENT, *READING RESEARCH, *TIME BLOCKS, ACADEMIC ACHIEVEMENT, ACADEMIC APTITUDE, ATHENS, GRADE POINT AVERAGE, OHIO, READING SKILLS, READING SPEED,

THE AMOUNT AND KIND OF READING DONE BY COLLEGE FRESHMEN AND THE NUMBER OF HOURS DEVOTED TO IT DURING AN ACADEMIC YEAR WERE RELATED TO APTITUDE AS MEASURED BY THE AMERICAN COLLEGE TESTING PROGRAM BATTERY (ACT) AND GRADE POINT AVERAGE. TIME CHART FORMS WERE USED TO COLLECT THE DATA. CHARTS WERE KEPT BY OHIO UNIVERSITY FRESHMEN FOR 28 WEEKS. THE TOTAL SAMPLE WAS 3,426. MEAN SCORES AND CORRELATIONS WERE USED TO ANALYZE THE DATA. THE MEAN NUMBER OF HOURS SPENT READING PER WEEK BY FRESHMEN WAS 14. FRESHMEN SEEMED TO READ MORE IMMEDIATELY PRIOR TO EXAMINATIONS. THERE WAS A NEGATIVE CORRELATION BETWEEN HOURS SPENT READING SOCIAL SCIENCE AND ACT. THE DATA SEEMED TO INDICATE THAT THE APPARENTLY MORE INDUSTRIOUS STUDENTS REPORTED THE HIGHEST NUMBER OF PAGES READ. THE READING RATES AMONG VARIOUS SUBJECT MATTER VARIED SIGNIFICANTLY. FRESHMEN SEEMED TO READ MORE PAGES IN SOCIAL SCIENCE AND ENGLISH THAN IN OTHER SUBJECT AREAS. THE NUMBER OF HOURS DEVOTED TO NEWSPAPERS, MAGAZINES, AND UNREQUIRED NOVELS EXCEEDED 3 HOURS PER WEEK. THE TIME SPENT

STUDYING VARIED FROM WEEK TO WEEK. ADDITIONAL RESULTS, CONCLUSIONS, A BIBLIOGRAPHY, CORRELATION TABLES, AND APPENDIXES ARE INCLUDED. (BK)

ED 013 713 RE 000 304

SHELDON, WILLIAM D. AND OTHERS

COMPARISON OF THREE METHODS OF TEACHING READING IN THE SECOND GRADE.

SYRACUSE UNIV., N.Y.

REPORT NUMBER CRP-3231

REPORT NUMBER BR-5-0582

PUB DATE 67

CONTRACT OEC-6-10-076

EDRS PRICE MF-\$0.75 HC-\$6.04 149P.

DESCRIPTORS *BASIC READING, *GRADE 2, *READING ACHIEVEMENT, *READING COMPREHENSION, *READING RESEARCH, ATTITUDES, INTERPRETIVE READING, LINGUISTICS, ORAL READING, READING INSTRUCTION, READING PROGRAMS, SEX DIFFERENCES, SILENT READING, SYRACUSE UNIVERSITY, WRITING SKILLS.

A CONTINUATION OF A FIRST-GRADE STUDY OF THREE APPROACHES TO BEGINNING READING AND OF THEIR EFFECT ON GROWTH IN COMPREHENSION AND INTERPRETATION SKILL IS REPORTED. THE BASAL, THE MODIFIED LINGUISTIC, AND THE LINGUISTIC APPROACHES WERE STUDIED. TWENTY-ONE SECOND-GRADE CLASSROOMS IN THREE CENTRAL NEW YORK SCHOOL DISTRICTS PARTICIPATED IN THE EXPERIMENT WHICH LASTED 140 DAYS. THE COMMUNITIES IN WHICH THE EXPERIMENT TOOK PLACE AND THE MATERIALS USED ARE DESCRIBED. READINESS, INTELLIGENCE, AND ACHIEVEMENT TESTS WERE ADMINISTERED. ANALYSES OF VARIANCE AND COVARIANCE WERE USED TO ANALYZE THE DATA. THE PARAGRAPH MEANING SCORES OF THE STANFORD TEST WERE NOT SIGNIFICANTLY DIFFERENT AMONG THE GROUPS. THE MEAN SCORE OF THE LINGUISTIC GROUP WAS SUPERIOR ON ORAL READING COMPREHENSION. NO DIFFERENCE WAS FOUND WHEN WRITTEN COMPOSITIONS WERE ANALYZED. THE GROUPS DID NOT DIFFER IN ATTITUDES TOWARD READING. THE TREATMENTS APPEARED TO BE EQUALLY SUCCESSFUL FOR BOYS IN BOTH HIGH AND LOW ABILITY RANGES. THE TREATMENTS WERE EQUALLY EFFECTIVE FOR GIRLS AT ALL THREE LEVELS OF ABILITY. ADDITIONAL RESULTS, CONCLUSIONS, A BIBLIOGRAPHY, AND AN APPENDIX ARE INCLUDED. (BK)

ED 013 714 RE 000 307

BOND, GUY L. DYKSTRA, ROBERT

COORDINATING CENTER FOR FIRST-GRADE READING PROGRAMS.

MINNESOTA UNIV., MINNEAPOLIS

REPORT NUMBER CRP-X-001

REPORT NUMBER BR-5-0341

PUB DATE FEB 67

CONTRACT OEC-6-10-264

EDRS PRICE MF-\$1.50 HC-\$15.76 392P.

DESCRIPTORS *BASIC READING, *BEGINNING READING, *GRADE 1, *READING ACHIEVEMENT, *READING RESEARCH, READING INSTRUCTION, READING PROGRAMS, READING READINESS, READING SKILLS, SPELLING, UNIVERSITY OF MINNESOTA.

THE FINAL REPORT FOR THE COORDINATED FIRST-GRADE STUDIES FROM THE OFFICE OF EDUCATION IS PRESENTED. THE STUDIES INVESTIGATED THE FOLLOWING—(1) TO WHAT EXTENT PUPIL,

TEACHER, CLASS, SCHOOL, AND COMMUNITY CHARACTERISTICS ARE RELATED TO FIRST-GRADE READING AND SPELLING ACHIEVEMENT, (2) WHICH APPROACH TO INITIAL READING INSTRUCTION PRODUCES SUPERIOR READING AND SPELLING ACHIEVEMENT AT THE END OF GRADE ONE, AND (3) THE EFFECTIVENESS OF ANY PROGRAM FOR PUPILS WITH HIGH OR LOW READING READINESS SKILLS. THIS EXTENSIVE REPORT CONTAINS A REVIEW OF THE LITERATURE, AN OVERVIEW OF THE INDIVIDUAL STUDIES AND OF THE PROCEDURES, ANALYSES OF RELATIONSHIPS AND OF INSTRUCTIONAL METHODS, ANALYSES BY READINESS LEVELS, A COMPARISON OF CLASS MEANS AND OF INDIVIDUAL ANALYSES, A DISCUSSION OF THE RELATIVE INFLUENCE OF TREATMENT AND PROJECTS, A SUMMARY, AND CONCLUSIONS. A BIBLIOGRAPHY, FIVE APPENDICES, AND TABLES ARE INCLUDED. (BK)

ED 013 715 24 RE 000 317

HARRIS, THEODORE L. AND OTHERS

TRANSFER EFFECTS OF TRAINING INTERMEDIATE GRADE PUPILS TO ADJUST READING SPEED TO READING PURPOSE.

WISCONSIN UNIV., MADISON

REPORT NUMBER CRP-3137

REPORT NUMBER BR-5-0579

PUB DATE 66

EDRS PRICE MF-\$0.50 HC-\$3.72 91P.

DESCRIPTORS *READING RESEARCH, *READING SKILLS, *READING SPEED, *TRANSFER OF TRAINING, INTERMEDIATE GRADES, LABORATORY FOR RESEARCH IN BASIC SKILLS, UNIVERSITY OF WISCONSIN.

AN INVESTIGATION WAS CONDUCTED TO DETERMINE WHETHER READING RATE VARIABILITY DEVELOPED WITH SHORT, TIGHTLY-CONSTRUCTED TRAINING MATERIALS WOULD TRANSFER TO LONGER, MORE SCHOOL-LIKE PASSAGES IMMEDIATELY AFTER TRAINING AND ONE MONTH LATER. THE PROJECT WAS AN EXTENSION OF THE USOE PROJECT 1755, "THE EXPERIMENTAL DEVELOPMENT OF VARIABILITY IN RATE OF READING IN THE INTERMEDIATE GRADES." THE SUBJECTS WERE 72 CHILDREN IN MADISON, WISCONSIN—12 GIRLS AND 12 BOYS IN EACH OF GRADES FOUR, FIVE, AND SIX—WITH READING SCORES BETWEEN THE 40TH AND 90TH PERCENTILES ON THE SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS, THE CALIFORNIA ACHIEVEMENT TEST, AND THE IOWA READING TEST. DURING THE ORIENTATION AND TRAINING PERIODS, GROUP 1 WORKED WITH MATERIALS FROM WHICH THE MAIN IDEA WAS DELETED. BOTH GROUPS WORKED WITH PASSAGES OF IDENTICAL LENGTH AND ESSENTIALLY THE SAME SUBJECT MATTER. NEITHER TRAINING METHOD, SEX, NOR GRADE WAS SIGNIFICANTLY RELATED TO READING RATE VARIABILITY AS DEFINED AND MEASURED. HOWEVER, DATA INDICATED THAT ANY READING RATE VARIABILITY EXISTING AFTER TRAINING WAS TRANSFERRED AND THAT FLEXIBILITY COULD BE TAUGHT IN FOURTH GRADE. SAMPLES OF TRAINING MATERIALS, EXAMINERS' DIRECTIONS, ORIENTATION MATERIALS, TABLES FIGURES, AND REFERENCES ARE INCLUDED. TRAINING PROCEDURES AND MATERIALS ARE DESCRIBED. (RH)

ED 013 716 24 RE 000 318

ATHEY, IRENE J. HOLMES, JACK A.
READING SUCCESS AND PERSONALITY
VALUE-SYSTEMS SYNDROME-A THIRTY-
YEAR THEN AND NOW STUDY AT THE JU-
NIOR HIGH SCHOOL LEVEL. FINAL REPORT.
OFFICE OF EDUCATION, WASHINGTON,
D.C.

REPORT NUMBER BR-5-8027
REPORT NUMBER CRP-S-248
PUB DATE 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *PERSONALITY AS-
SESSMENT, *PERSONALITY DEVELOP-
MENT, *PERSONALITY STUDIES, *READING
ACHIEVEMENT, *READING RESEARCH,
AND WELFARE, EDUCATION, U.S. DE-
PARTMENT OF HEALTH, UNIVERSITY OF
CALIFORNIA, UNIVERSITY OF ROCHESTER.

ERIKSON'S THEORY ON THE DEVELOP-
MENT OF A HEALTHY PERSONALITY IS
INTEGRATED WITH HOLMES' THEORY OF
READING IN ORDER TO DERIVE A TESTA-
BLE HYPOTHESIS REGARDING THE CON-
TRIBUTION OF SPECIFIED PERSONALITY
CHARACTERISTICS TO READING SUCCESS
AND TO VALIDATE THE FINDINGS. THE
STUDY WAS CONDUCTED IN THE FOLLOW-
ING THREE PHASES-THE CONSTRUCTION
OF NEW SCALES COMPOSED OF PERSON-
ALITY ITEMS WHICH SIGNIFICANTLY
DIFFERENTIATED GOOD AND POOR
READERS AT THE NINTH-GRADE LEVEL
IN 1936, A LONGITUDINAL APPLICATION
OF THESE SCALES TO THE SAME SAMPLE
OF STUDENTS WHEN THEY WERE IN THE
SEVENTH, EIGHTH, AND NINTH GRADES
IN 1933 AND 1934, AND A CROSS-SECTION-
AL REPLICATION AFTER 30 YEARS. FIVE
SAMPLES WERE USED. TWO (N'S-160 AND
130) WERE DRAWN FROM THE LONGITUDI-
NAL STUDY (1933-35) AT THE INSTITUTE
OF HUMAN DEVELOPMENT, UNIVERSITY
OF CALIFORNIA. THREE COMPARABLE
SAMPLES WERE SELECTED FROM
GRADES SEVEN, EIGHT, AND NINE IN 1968.
SPECIFIC PERSONALITY CHARACTERIS-
TICS HYPOTHESIZED FROM AN INTEGRAT-
ED ERIKSON-HOLMES THEORY WERE
CONSISTENTLY RELATED TO READING IN
THE SEVENTH, EIGHTH, AND NINTH
GRADES, AND FOR TWO SIMILAR GROUPS
30 YEARS LATER. THE REPORT INCLUDES
TABLES, FIGURES, THE SELF-INTEREST
INVENTORY, AND A BIBLIOGRAPHY. (RH)

ED 013 717 RE 000 322

GIBSON, JAMES J. YONAS, PATRICIA
THE DEVELOPMENT OF GRAPHIC ACTIVITY
IN THE CHILD-A THEORY AND A FIRST EXP-
ERIMENT.

REPORT NUMBER BR-5-1213-1
CONTRACT OEC-6-10-156
EDRS PRICE MF-\$0.25 HC-\$0.76 17P.

DESCRIPTORS *HANDWRITING DEVELOP-
MENT, *PERCEPTUAL DEVELOPMENT,
*PERCEPTUAL MOTOR LEARNING, *PRES-
CHOOL CHILDREN, *RESEARCH, COR-
NELL UNIVERSITY, GRAPHIC ARTS,
HANDWRITING READINESS, PICTORIAL
STIMULI, PSYCHOMOTOR SKILLS, REIN-
FORCEMENT, VISUAL STIMULI, WRITING
SKILLS.

THE THEORY OF VISIBLE DISPLAYS
IMPLIES A CONNECTION BETWEEN THE
DEVELOPMENT OF PERCEPTION IN THE
CHILD AND THE DEVELOPMENT OF HIS
CAPACITY TO MAKE THINGS THAT STIMU-
LATE PERCEPTION. TO VERIFY THIS, TWO
STUDIES ON THE FUNDAMENTAL GRA-
PHIC ACT AMONG YOUNG CHILDREN CON-
SIDERED MOTIVATING FACTORS LIKE
THE PLEASURE OF MOVING, KINESTHE-

SIS, ACTIVITY DRIVE, AND VISIBLE DISP-
LAYS. ONE STUDY TESTED WHETHER THE
ELIMINATION OF TRACE REDUCES
SCRIBBLING ACTIVITY. FOURTEEN CHIL-
DREN, 15 TO 38 MONTHS OLD, WERE
ASKED TO SCRIBBLE IN A PLAY SITUA-
TION WITH A NON-TRACING TOOL AND A
REGULAR PENCIL. ALL THE CHILDREN
SCRIBBLED LESS WHEN USING THE NON-
TRACING TOOL. THIS SUPPORTS THE HY-
POTHESIS THAT SCRIBBLING IS MOTIVAT-
ED BY THE SATISFACTION OF SEEING A
TRACE OF THE MOVEMENT. A SECOND
STUDY TESTED WHETHER SCRIBBLING IS
A PURELY MOTOR ACTIVITY. ALL FOUR 3-
YEAR-OLDS WHO WERE ASKED TO DRAW
IN THE AIR WITH A TRACING TOOL RE-
FUSED TO DO SO AND REQUESTED A
PAPER TO DRAW ON INSTEAD. THIS DOES
NOT GIVE CONCLUSIVE EVIDENCE THAT
SCRIBBLING IS A PURELY MOTOR ACTIVI-
TY. IT DOES INDICATE THE ROLE OF A RE-
CORD OF THE TRACING MOVEMENT IN
MOTIVATING THE FUNDAMENTAL GRA-
PHIC ACT AMONG VERY YOUNG CHILD-
REN. REFERENCES ARE GIVEN. (NS)

ED 013 718 RE 000 324

BERGER, ALLEN

EFFECTIVENESS OF FOUR METHODS OF IN-
CREASING READING RATE, COMPREHENS-
ION, AND FLEXIBILITY.
SYRACUSE UNIV., N.Y.

REPORT NUMBER BR-6-8187
PUB DATE 66

CONTRACT OEC-1-6-068187-0845
EDRS PRICE MF-\$1.00 HC-\$9.24 229P.

DESCRIPTORS *COLLEGE STUDENTS,
*READING COMPREHENSION, *READING
RESEARCH, *READING SPEED, MECHANICAL
TEACHING AIDS, READING ACHIEVEMENT,
READING IMPROVEMENT,
READING INSTRUCTION, READING PRO-
GRAMS, READING SKILLS, RETENTION
STUDIES, SYRACUSE UNIVERSITY,
TEACHING MACHINES.

THE EFFECTIVENESS OF FOUR METH-
ODS OF INCREASING READING RATE,
COMPREHENSION, AND FLEXIBILITY
WAS STUDIED. TWO HUNDRED FIFTY-
FIVE FRESHMEN AT SYRACUSE UNIVER-
SITY SERVED AS SUBJECTS. TWENTY-
FIVE LESSONS WERE GIVEN OVER A 6-
WEEK PERIOD. SUBJECTS WERE TESTED
IMMEDIATELY FOLLOWING COMPLETION
OF THE LESSONS AND AGAIN AFTER 8
WEEKS. THE METHODS OF TEACHING
WERE THE TACHISTOSCOPE, THE CON-
TROLLED READER, CONTROLLED PAC-
ING, AND PAPERBACK SCANNING. THREE
INSTRUMENTS WERE USED TO TEST 13
HYPOTHESES. ANALYSIS OF COVARI-
ANCE, T TESTS, AND CORRELATIONS
WERE USED TO ANALYZE THE DATA.
GAINS WERE SUPERIOR FOR RATE IN THE
PAPERBACK SCANNING GROUP. THERE
WAS NO CHANGE IN THE LEVEL OF COM-
PREHENSION. FLEXIBILITY INCREASED
AS A RESULT OF ALL THE METHODS EX-
CEPT THE TACHISTOSCOPE METHOD.
GAINS SEEMED TO HAVE BEEN RE-
TAINED AFTER 8 WEEKS. FURTHER RE-
SULTS, CONCLUSIONS, TABLES, APPEN-
DICES, AND A BIBLIOGRAPHY ARE IN-
CLUDED. (BK)

ED 013 719 RE 000 325

EARLY, MARGARET J. SHELDON, WIL-
LIAM D.

A CENTER FOR DEMONSTRATING THE
TEACHING OF READING TO STUDENTS IN
GRADES 7-12.

SYRACUSE UNIV., N.Y.
REPORT NUMBER CRP-D-068
REPORT NUMBER BR-5-0310
PUB DATE FEB 67

CONTRACT OEC-3-10-125
EDRS PRICE MF-\$0.25 HC-\$1.36 32P.

DESCRIPTORS *INSERVICE TEACHER
EDUCATION, *INSTRUCTIONAL FILMS,
*READING CENTERS, *READING IM-
PROVEMENT, *SECONDARY GRADES,
FILM PRODUCTION.

THE JAMESVILLE-DEWITT JUNIOR-SE-
NIOR HIGH SCHOOL AND THE READING
AND LANGUAGE ARTS CENTER, SYRA-
CUSE UNIVERSITY, JOINTLY ESTAB-
LISHED A DEMONSTRATION CENTER AT
JAMESVILLE-DEWITT FOR THE PURPOSE
OF IMPROVING READING INSTRUCTION
IN GRADES SEVEN THROUGH 12. THE CENTER
OPERATED FROM SEPTEMBER 1963
THROUGH JUNE 1966 UNDER THE SPON-
SORSHIP OF THE PROJECT ENGLISH PRO-
GRAM, UNITED STATES OFFICE OF EDUC-
ATION. THE CENTER SERVED TWO PUR-
POSES. AN ALL-SCHOOL READING PRO-
GRAM WAS ORGANIZED AND MADE AVAIL-
ABLE FOR OBSERVATION, AND A
FILMED INSERVICE COURSE ON READING
INSTRUCTION IN SECONDARY
SCHOOLS WAS PRODUCED, FIELD TESTED,
AND REVISED. THE RESULTANT 10 MO-
TION PICTURE LESSONS WERE THE FOL-
LOWING-ORGANIZING READING PRO-
GRAMS, ANALYZING READING ACHIEVEMENT,
THE HANDICAPPED READER,
VOCABULARY DEVELOPMENT, DEVELOP-
ING COMPREHENSION SKILLS, READING
TO REMEMBER, THE LIBRARY AND THE
READING PROGRAM, DEVELOPING
SKILLS FOR READING LITERATURE,
EFFICIENT READING, AND REPORT FROM
THE READING COORDINATOR. MANUALS,
ONE FOR EACH OF THE 15 SESSIONS COM-
PRISING THE COURSE, ACCOMPANY THE
FILMS. AN INCREASING DEMAND FOR
THE FILMS AND THE IMPROVEMENTS AP-
PEARING IN READING INSTRUCTION IN
THE CLASSROOMS OF TEACHERS WHO
HAD OBSERVED AT THE CENTER TESTIFY
TO ITS SUCCESS. THE PROCEDURES USED
IN ESTABLISHING THE CENTER AND IN
PRODUCING THE FILMS ARE DESCRIBED.
A DISCUSSION ENTITLED "TEACHING
READING AND PHYSICS SIMULTANEOUS-
LY" IS APPENDED. (RH)

ED 013 720 08 RE 000 326

GOTKIN, LASSAR G. MCSWEENEY, JO-
SEPH

THE DEVELOPMENT OF A BEGINNING
READING SKILLS PROGRAM USING THE ED-
ISON RESPONSIVE ENVIRONMENTS INS-
TRUMENT. SECOND PROGRESS REPORT.
NEW YORK UNIV., N.Y., SCH. OF EDUCA-
TION

REPORT NUMBER BR-5-0749

PUB DATE 66
CONTRACT OEC-5-85-013
EDRS PRICE MF-\$0.25 HC-\$1.32 31P.

DESCRIPTORS *BEGINNING READING,
*CULTURALLY DISADVANTAGED, *PRO-
GRAMED INSTRUCTION, *READING RE-
SEARCH, *TEACHING MACHINES, BASIC
READING, EDISON RESPONSIVE ENVIR-
ONMENT INSTRUMENT, INSTITUTE FOR
DEVELOPMENTAL STUDIES, NEW YORK
UNIVERSITY, READING READINESS,
READING SKILLS.

THE SECOND PROGRESS REPORT OF A
PROJECT UTILIZING A COMPLEX TEACH-
ING MACHINE, THE EDISON RESPONSIVE
ENVIRONMENT INSTRUMENT, TO STUDY
THE ACQUISITION OF BEGINNING READ-
ING SKILLS BY 6-YEAR-OLDS FROM DIS-

ADVANTAGED BACKGROUNDS IS PRESENTED. THE FIRST REPORT DESCRIBED THE EDISON RESPONSIVE ENVIRONMENT INSTRUMENT AND DISCUSSED THE PROGRAMING DEVELOPED AS LESSONS IN THE AREA OF VISUAL SKILLS WERE CONSTRUCTED AND TESTED. THIS REPORT IS CONCERNED WITH THE PRE-READING SKILLS OF LABELING EACH OF SEVERAL LETTER SHAPES WITH ONE OF ITS SOUNDS OR NAMES AND OF REMEMBERING THOSE RELATIONS OVER A PERIOD OF TIME. SOME IMPORTANT FACTORS AFFECTING THE CHILD'S ACQUISITION OF THIS SKILL WERE IDENTIFIED, AND PROGRAMING TECHNIQUES WERE IMPROVED. NINE LESSONS WERE WRITTEN TO TEACH NINE LETTER NAMES. SPECIFIC EXAMPLES OF THE PROGRAMING TECHNIQUES EMPLOYED ARE APPENDED. TWO MAJOR LEARNING SETS WERE DISTINGUISHED--AN ATTENTIONAL LEARNING SET AND A RANDOM RESPONSE SET. IT SEEMED POSSIBLE TO ACCOUNT FOR THE PATTERNS OF ALL THE CHILDREN ACCORDING TO THE TYPE OF LEARNING SET EXHIBITED BY EACH CHILD. STATISTICS CONCERNED WITH NUMBERS OF IRRELEVANT RESPONSES, THE PERCENT OF CORRECT RESPONSES, THE TIME REQUIRED FOR LESSON COMPLETION, AND THE KIND AND NUMBER OF LOWER-CASE LETTERS IN EACH LESSON ARE INCLUDED. (RH)

ED 013 721 RE 000 330
MAXWELL, MARTHA J.
TRAINING COLLEGE READING SPECIALISTS.
INTERNATIONAL READING ASSN., NEWARK, DEL.
PUB DATE DEC 66
DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *COLLEGE FACULTY, *COLLEGE STUDENTS, *READING SKILLS, *TEACHER EDUCATION, COLLEGE PROGRAMS, READING CENTERS, UNIVERSITY OF MARYLAND.

THE UNIVERSITY OF MARYLAND, AIMING TO DEVELOP A POOL OF TRAINED READING PERSONNEL TO CARRY OUT THE PROGRAM OFFERED IN THE READING AND STUDY SKILLS CENTER, INTRODUCED A SPECIAL GRADUATE READING COURSE, "INTERNSHIP IN COLLEGE READING AND EDUCATIONAL SKILLS." THE PRACTICUM MEETS 2 HOURS WEEKLY, CARRIES 3 HOURS CREDIT, AND IS OPEN TO DOCTORAL STUDENTS WHO ARE MAJORING IN COLLEGE STUDENT PERSONNEL OR PLANNING TO WORK IN DEVELOPMENTAL READING. SUPERVISED EXPERIENCE IN WORKING WITH COLLEGE STUDENTS WHO HAVE EDUCATIONAL SKILLS PROBLEMS IS PROVIDED. ONE SESSION PER WEEK IS A LECTURE ON THE THEORY OF DIFFERENT ASPECTS OF COLLEGE READING, AND THE SECOND IS A DEMONSTRATION AND DISCUSSION OF TECHNIQUES, MATERIALS, AND EQUIPMENT. EXTENSIVE READINGS ARE ASSIGNED WEEKLY, AND TRAINEES ARE REQUIRED TO PARTICIPATE IN THE FOLLOWING ACTIVITIES--TESTING AND DIAGNOSIS OF LEARNING DIFFICULTIES, FAMILIARIZATION WITH MATERIALS AND EQUIPMENT USED IN EDUCATIONAL SKILLS IMPROVEMENT SUPERVISING STUDENTS WORKING IN THE LABORATORY, EVALUATING STUDENT PROGRESS, PREPARING AND DISCUSSING CASE STUDIES, CONDUCTING AND EVALUATING RESEARCH IN COLLEGE READING, CONDUCTING FOLLOWUP INTERVIEWS,

DEVELOPING NEW MATERIALS, AND STUDENT EVALUATION. THE 16 LECTURE TOPICS, THE REQUIRED OUTSIDE READINGS, THE RATING SCALE FOR STUDENT EVALUATION, AND REFERENCES ARE GIVEN. THIS ARTICLE APPEARED IN "JOURNAL OF READING," VOLUME 10, DECEMBER 1966. (RH)

ED 013 722 RE 000 332
HANSEN, DUNCAN N. AND OTHERS
A READING CURRICULUM FOR A COMPUTER-ASSISTED INSTRUCTIONAL SYSTEM--THE STANFORD PROJECT. PROGRESS REPORT.
STANFORD UNIV., CALIF., INST. MATH. STUDIES SOC. SCI.

REPORT NUMBER BR-5-0684-PR

PUB DATE 15 AUG 66

GRANT OEG-5-10-050

EDRS PRICE MF-\$0.75 HC-\$5.55 137P.

DESCRIPTORS *COMPUTER ASSISTED INSTRUCTION, *CURRICULUM DEVELOPMENT, *ELEMENTARY GRADES, *READING, INDIVIDUALIZED CURRICULUM, INSERVICE TEACHER EDUCATION, READING MATERIALS, REMEDIAL INSTRUCTION, STANFORD UNIVERSITY, SYSTEMS APPROACH, THEORIES, WORD LISTS.

THE STANFORD PROJECT ON COMPUTER-ASSISTED INSTRUCTION IN INITIAL READING, INCLUDING THE COMPUTER CONTROLLING SYSTEM AS WELL AS CURRICULUM MATERIALS, IS DESCRIBED. THE THEORETICAL RATIONALE FOR THE READING CURRICULUM, FOR WORD LIST LEARNING, FOR REMEDIAL MATERIALS, AND FOR INSERVICE TRAINING IS DISCUSSED. APPENDICES AND REFERENCES ARE INCLUDED. (BK)

ED 013 723 RE 000 334
THE EFFECT OF A SUMMER TELEVISION READING PROGRAM ON THE READING ACHIEVEMENT OF CHILDREN. INTERIM REPORT.

EVANSVILLE-VANDERBURGH SCHOOL CORP., IND.

REPORT NUMBER CRP-2647

REPORT NUMBER BR-5-1043-IR

PUB DATE JAN 66

CONTRACT OEC-5-10-262

EDRS PRICE MF-\$0.25 HC-\$0.40 8P.

DESCRIPTORS *EDUCATIONAL TELEVISION, *GRADE 1, *READING ACHIEVEMENT, *SUMMER PROGRAMS, EVANSVILLE, EVANSVILLE VANDERBURGH SCHOOL CORPORATION, INDIANA, OEC COOPERATIVE RESEARCH PROJECT 2647, READING COMPREHENSION, VOCABULARY DEVELOPMENT.

THROUGH A COOPERATIVE RESEARCH PROJECT CONTRACT, THE EVANSVILLE-VANDERBURGH SCHOOL CORPORATION IN INDIANA DEVELOPED A SUMMER EDUCATIONAL TELEVISION PROGRAM ACCOMPANIED BY WORKBOOKS FOR PUPILS WHO HAD JUST COMPLETED THE FIRST GRADE AND STUDIED THE PROGRAM'S EFFECT ON THEIR READING ACHIEVEMENT. CONTROL-GROUP TESTING WAS DONE IN 1965, AND EXPERIMENTAL-GROUP TESTING WAS DONE ONE YEAR LATER. IN MAY 1965 2,455 FIRST-GRADE CHILDREN TOOK THE CALIFORNIA READING TEST ON VOCABULARY AND COMPREHENSION AND THE CALIFORNIA TEST OF MENTAL MATURITY. FOUR MONTHS LATER THE CALIFORNIA READING TEST WAS AGAIN GIVEN TO THE SAME CHILDREN, 16.5 PERCENT OF WHOM WERE ABS-

ENT. RESULTS SHOWED THAT WHILE MOST CHILDREN NEITHER GAINED NOR LOST IN COMPREHENSION, THERE WAS A TOTAL LOSS OF 2 MONTHS IN VOCABULARY. SEPARATE RESULTS FOR THE TOTAL CONTROL GROUP POPULATION, FOR THE LOW QUARTILE IQ, AND FOR THE HIGH QUARTILE IQ ARE TABULATED IN THIS INTERIM REPORT. THE EXPERIMENTAL GROUP WAS TESTED IN MAY OF 1966, EXPOSED TO 40 HALF-HOUR EDUCATIONAL TELEVISION PROGRAMS ACCOMPANIED BY WORKBOOKS, AND RETESTED 4 MONTHS LATER. THE FINAL REPORT FOR THE WHOLE STUDY WILL BE COMPLETED EARLY IN 1967. (NS)

ED 013 724 RE 000 356
HOYT, HOMER
FOUR PATHS TO READING.
SAN LUIS OBISPO COUNTY SUPT. OF SCHOOLS, CALIF.
PUB DATE 66
EDRS PRICE MF-\$0.50 HC-\$3.60 88P.

DESCRIPTORS *BEGINNING READING, *READING INSTRUCTION, *READING PROGRAMS, *TEACHING GUIDES, *TEACHING METHODS, PROGRAMED INSTRUCTION.

FOUR DIFFERENT APPROACHES TO BEGINNING READING--THE BASIC READING PROGRAM, SELF-SELECTION IN READING, LANGUAGE EXPERIENCE APPROACH, AND PROGRAMED INSTRUCTION ARE EXPLAINED. THE FOLLOWING QUESTIONS ABOUT EACH METHOD ARE ANSWERED--WHAT IS MEANT BY THIS METHOD. WHY IS THIS METHOD CONSIDERED A SOUND APPROACH. HOW DOES THE TEACHER BEGIN. HOW DOES THE TEACHER ORGANIZE HER CLASSROOM. WHAT ARE THE VALUES IN THIS METHOD. BASIC PRINCIPLES OF ANALYSIS AND DIAGNOSIS ARE DISCUSSED. A READING SKILLS CHART, A CHART SHOWING SOURCES OF PRESSURE ON CHILDREN EXPERIENCING READING DIFFICULTY, THE INFORMAL READING INVENTORY USED AT THE UNIVERSITY OF MIAMI READING CLINIC, A READING PROGRESS PROFILE, A CHART SHOWING SOME FACTORS INFLUENCING THE ACQUISITION OF READING ABILITY, AN ANALYSIS CHECK SHEET FOR RECORDING PUPIL ERRORS, INFORMATION ABOUT KIT MATERIALS, AND A BIBLIOGRAPHY ARE INCLUDED. (RH)

ED 013 725 RE 000 357
STORY, SUETTA B.
DOES JOHNNY KNOW MORE WORDS THAN IVAN.
INTERNATIONAL READING ASSN., NEWARK, DEL.
PUB DATE NOV 66
DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *COMPARATIVE ANALYSIS, *READING ACHIEVEMENT, *READING INSTRUCTION, *VOCABULARY DEVELOPMENT, READING RESEARCH, RUSSIAN.

THE PUPILS IN A FIRST-GRADE CLASS IN MESA, ARIZONA, MADE THEIR OWN ALPHABETICAL LIST OF THE WORDS THEY COULD READ WHICH WERE NOT IN THE BASAL READERS. THE LIST TOTALED 2,124 WORDS. NOT EVERY CHILD KNEW ALL THE WORDS, BUT SOME KNEW ALL, AND ALL KNEW SOME. THE STUDY IS PRESENTED AS AN ANSWER TO THE STATEMENT BY PROFESSOR ARTHUR S. TRACE, JR., THAT RUSSIAN CHILDREN READ BETTER THAN AMERICAN CHILDREN. METHODS OF READING INSTRUCTION IN RUS-

SIA AND AMERICA ARE OUTLINED BRIEFLY. IT IS NOTED THAT TYPICAL AMERICAN CHILDREN KNOW MORE THAN 2,124 WORDS AT THE END OF FIRST GRADE WHEN THEY ARE 6 TO 7 YEARS OLD. RUSSIAN CHILDREN AT AGE 7 ARE JUST STARTING SCHOOL. THIS ARTICLE APPEARED IN "THE READING TEACHER," VOLUME 20, NOVEMBER 1966. (RH)

ED 013 726

RE 000 358

MURPHY, GEORGE E.

AND NOW - THE PACKAGE DEAL.

INTERNATIONAL READING ASSN., NEWARK, DEL.

PUB DATE APR 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *BOOKLISTS, *CHILDRENS BOOKS, *READING MATERIAL SELECTION, *TEACHER INFLUENCE, *TEACHER RESPONSIBILITY, KANSAS STATE TEACHERS COLLEGE, READING INTERESTS, TEACHER EDUCATION,

THE FOLLOWING QUESTIONS ARE DISCUSSED IN ORDER TO ALERT TEACHERS TO THE NECESSITY OF PERSONALLY SELECTING BOOKS WHICH WILL CREATE STIMULATING LEARNING ENVIRONMENT AND MEET THE BASIC NEEDS OF PRESENT-DAY YOUTH--(1) WHO IS RESPONSIBLE FOR SELECTING BOOKS. (2) WHAT IS THE BEST WAY TO SELECT THEM. (3) HOW CAN READERS PUT KNOWLEDGE INTO ACTION. (4) HOW CAN TEACHERS MAINTAIN CHANNELS OF COMMUNICATION SO THAT THE READING INTERESTS AND NEEDS OF PUPILS MAY BE MET BY PUBLISHERS, ADMINISTRATORS, AND LIBRARIANS. (5) WHAT CHANGES SHOULD BE MADE IN TEACHER TRAINING PROGRAMS SO THAT LEARNING BECOMES MORE IMPORTANT THAN READING AND SO THAT CHILDREN'S GROWTH AND DEVELOPMENT BECOMES MORE IMPORTANT THAN TEXTBOOKS AND TESTS. THIS ARTICLE APPEARED IN "THE READING TEACHER," VOLUME 20, APRIL 1967. (RH)

ED 013 727

RE 000 359

HAWKINS, MICHAEL L.

MOBILITY OF STUDENTS IN READING GROUPS.

INTERNATIONAL READING ASSN., NEWARK, DEL.

PUB DATE NOV 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *CLASS SIZE, *ELEMENTARY GRADES, *GROUPING PROCEDURES, *READING INSTRUCTION, KANSAS STATE UNIVERSITY,

THIRTY-FOUR TEACHERS OF GRADES ONE THROUGH SIX WERE ASKED TO REPORT THE CHANGES IN READING GROUP COMPOSITION IN THEIR CLASSROOMS OVER A PERIOD OF 17 WEEKS. TWENTY-SIX TEACHERS HAD AT LEAST 3 YEARS OF EXPERIENCE AND WERE SUPERVISING STUDENT TEACHERS. THE OTHER EIGHT HAD 2 YEARS OF EXPERIENCE AND HAD COMPLETED A GRADUATE COURSE IN READING. THEY WERE EMPLOYED IN CITIES OF 20,000 OR MORE IN COLORADO, ILLINOIS, INDIANA, IOWA, AND KANSAS. OF 940 STUDENTS REPORTED IN THE 34 CLASSROOMS DURING THE 17-WEEK PERIOD, 9.1 PERCENT WERE CHANGED IN THEIR READING GROUP. OF THE PUPILS CHANGED, 61 PERCENT WERE BOYS AND 38 PERCENT WERE GIRLS. OF THE 34 TEACHERS, 41 PERCENT MADE NO CHANGES IN READING GROUP COMPOSITION FOR THE DURATION OF THE STUDY. CONTRA-

RY TO EXPECTATION, READING GROUP MOVEMENT DECREASED IN THE UPPER GRADES. DETAILED STATISTICS ARE PRESENTED, AND POSSIBLE REASONS FOR THE FINDINGS ARE DISCUSSED. TABLES AND REFERENCES ARE INCLUDED. THIS ARTICLE APPEARED IN "THE READING TEACHER," VOLUME 20, NOVEMBER 1966. (RH)

ED 013 728

RE 000 360

COMSTOCK, ALDYTH E.

REMEDIAL READING TEACHERS - WHERE DO YOU FIND THEM.

INTERNATIONAL READING ASSN., NEWARK, DEL.

PUB DATE APR 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *LAY TEACHERS, *PART TIME TEACHERS, *REMEDIAL READING PROGRAMS, *REMEDIAL TEACHERS, BATAVIA, ELEMENTARY GRADES, ILLINOIS, READING INSTRUCTION, SCHOOL DISTRICT 101,

THE TOWN OF BATAVIA, ILLINOIS, EXPERIMENTED WITH A PLAN FOR TRAINING ITS OWN READING TEACHERS. FORMER TEACHERS AND OTHER WELL-QUALIFIED INDIVIDUALS LIVING IN THE COMMUNITY WERE HIRED TO TEACH 2 TO 4 DAYS EACH WEEK. DURING THE PRESCHOOL PLANNING DAYS, THE SPECIAL READING TEACHERS (ONE FOR EACH ELEMENTARY SCHOOL) MET WITH THE READING COORDINATOR TO GET AN OVERALL PICTURE OF THE READING CURRICULUM, THE PROBLEMS THAT MIGHT BE ENCOUNTERED, AND THE MATERIALS NEEDED. DURING THE FIRST WEEKS OF SCHOOL, THE SPECIAL TEACHERS DIVIDED THEIR TIME BETWEEN MEETINGS WITH THE COORDINATOR AND PERIODS IN THEIR OWN SCHOOLS WHERE THEY MET THE FACULTY AND PUPILS, LISTENED TO READING PROBLEMS, LOCATED TEACHING MATERIALS, LOOKED UP PUPIL RECORDS OR ASSISTED CLASSROOM TEACHERS. CHILDREN WERE REFERRED TO THEM BY TEACHERS OR OTHER INDIVIDUALS. PARTICIPATION IN THE PROGRAM WAS VOLUNTARY. TEACHERS REPORTED THAT THE CHILDREN RECEIVING THIS SPECIAL INSTRUCTION WERE BETTER ADJUSTED TO THE CLASSROOM SITUATION AND SHOWED MORE INTEREST IN READING. RECORDS OF PUPILS' PROGRESS, THEIR SPECIAL INTERESTS AND BACKGROUNDS, AND MATERIALS THEY HAD READ WERE KEPT. THIS ARTICLE APPEARED IN "THE READING TEACHER," VOLUME 20, APRIL 1967. (RH)

ED 013 729

RE 000 361

STRANG, RUTH

TEACHING READING TO THE CULTURALLY DISADVANTAGED IN SECONDARY SCHOOLS.

INTERNATIONAL READING ASSN., NEWARK, DEL.

PUB DATE MAY 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *CULTURALLY DISADVANTAGED, *READING INSTRUCTION, READING IMPROVEMENT, SECONDARY SCHOOLS,

THE READING PROBLEMS OF ADOLESCENTS WHO HAVE BEEN DEPRIVED OF PRE-READING EXPERIENCES AND OTHER ADVANTAGES THAT CHILDREN FROM MORE PRIVILEGED HOMES ENJOY ARE DISCUSSED. TECHNIQUES TO COMBAT APATHY AND TO USE WITH INFORMAL

READING MATERIAL FOR DIAGNOSTIC PURPOSES ARE SUGGESTED. TEN PROCEDURES FOLLOW WHICH COULD BE ADAPTED TO VARIOUS SITUATIONS--(1) INSTRUCTION GROWING OUT OF AN INFORMAL TEST, (2) INSTRUCTION AND PRACTICE IN WORD RECOGNITION, (3) FIXING WORDS IN MIND, (4) PROGRESS IN WORD KNOWLEDGE THROUGH THE FERNALD FINGER-TRACING METHOD, (5) HOW TO READ A SENTENCE, (6) INSTRUCTION IN PARAGRAPH COMPREHENSION, (7) ACCENT ON SPEECH, (8) OPERANT CONDITIONING OR THE IMMEDIATE REWARDING OF SPECIFIC DESIRED BEHAVIOR, (9) OTHER METHODS, SUCH AS READING IN A LIBRARY, AUTO-INSTRUCTIONAL AND PROGRAMED MATERIALS, AND (10) PERSONALIZED INSTRUCTION THROUGH THE SELECTION OF SUITABLE AND ATTRACTIVE READING MATERIALS, OFTEN OF THE STUDENT'S OWN CHOOSING. REFERENCES ARE INCLUDED. THIS ARTICLE APPEARED IN "JOURNAL OF READING," VOLUME 10, MAY 1967. (RH)

ED 013 730

RE 000 362

LANGER, JOHN H.

VOCABULARY AND CONCEPT DEVELOPMENT.

INTERNATIONAL READING ASSN., NEWARK, DEL.

PUB DATE APR 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *CONCEPT FORMATION, *READING ACHIEVEMENT, *READING COMPREHENSION, *VOCABULARY DEVELOPMENT, MICHIGAN, OAKLAND UNIVERSITY, ROCHESTER,

THE PROCESSES OF THOUGHT, OF CONCEPT DEVELOPMENT, AND OF VOCABULARY DEVELOPMENT ARE SIGNIFICANTLY INTERRELATED. COMMUNICATION OF IDEAS DEPENDS UPON THE ABILITY TO ASSOCIATE WRITTEN AND VERBAL SYMBOLS WITH THE REFERENTS THROUGH A SYSTEMATIC PROCESS OF REORGANIZING AND INTEGRATING OLD AND NEW CONCEPTS. THE ABILITY TO ASSOCIATE, IN TURN, DEPENDS UPON VOCABULARY DEVELOPMENT. HENCE, A WELL-DEVELOPED STRUCTURE OF CONCEPT ASSOCIATIONS IS A FUNCTION OF VOCABULARY-CONCEPT RELATIONSHIPS. CONCEPTS ARE GENERAL IDEAS WHICH INVOLVE DISCRIMINATION AND GENERALIZATION. THEY EXIST AT ALL LEVELS OF COMPLEXITY, DEVELOP GRADUALLY FROM SIMPLE TO COMPLEX MENTAL CONSTRUCTS, AND MUST BE SYMBOLIZED TO BE COMMUNICATED EFFECTIVELY. WHILE AUTHORITIES IN THE FIELD ARE AWARE OF THE DIFFICULTY OF IDENTIFYING, ISOLATING, STUDYING, AND EVALUATING CONCEPTS, THEY RECOGNIZE THEIR IMPORTANCE TO THE ACQUISITION OF KNOWLEDGE AND TO SUCCESS IN READING. SIGNIFICANT STUDIES ON CONCEPT DEVELOPMENT CITED ARE THOSE OF PIAGET, RUSSELL, BRAUN, AND DOWNEY. THIS ARTICLE APPEARED IN "JOURNAL OF READING," VOLUME 10, APRIL 1967. (NS)

ED 013 731

RE 000 363

STANCHFIELD, JOM.

THE USE OF ORIGINAL INSTRUCTIONAL MATERIALS AS A STIMULUS FOR IMPROVED READING.

PUB DATE DEC 66

EDRS PRICE MF-\$0.25 HC-\$0.32 6P.

DESCRIPTORS *GRADE 1, *READING ACHIEVEMENT, *READING MATERIALS, *READING RESEARCH, CAUCASIAN STUDENTS, HARSCH AND SOEBERG SURVEY TEST OF PRIMARY READING DEVELOPMENT, LISTENING SKILLS, MEXICAN AMERICANS, NEGRO STUDENTS, READING DEVELOPMENT, READING PROGRAMS, SEX DIFFERENCES, TEXTBOOK PREPARATION,

A VARIETY OF READING MATERIALS AND METHODS WERE DEVELOPED TO DETERMINE THEIR EFFECT ON THE READING ACHIEVEMENT OF FIRST GRADERS. MATERIALS DEVELOPED INCLUDED READING READINESS MANUALS, PRIMER TEXTS AND MANUALS, AND LISTENING TAPES. THE FIRST-GRADE PUPILS IN 10 LOS ANGELES SCHOOLS SERVED AS SUBJECTS. THEY WERE MATCHED WITH A CONTROL GROUP ON INTELLIGENCE, HOME BACKGROUND, AND ETHNIC ORIGIN. A DIVIDED-DAY STRUCTURE WAS USED TO TEACH READING. THE HARSCH AND SOEBERG SURVEY TEST OF PRIMARY READING DEVELOPMENT WAS USED AS A POST TEST. THE DATA WERE ANALYZED BY A THREE-WAY ANALYSIS OF COVARIANCE. THE MAIN EFFECTS WERE SEX, TREATMENT GROUP, AND ETHNIC ORIGIN. GIRLS SCORED HIGHER THAN BOYS. THE EXPERIMENTAL GROUP SCORED HIGHER THAN THE CONTROL GROUP. NEGRO AND CAUCASIAN STUDENTS SCORED HIGHER THAN THE MEXICAN-AMERICAN GROUP. THE LATTER WAS MORE HOMOGENEOUS AS REFLECTED IN THE SMALL STANDARD DEVIATION. FURTHER RESULTS AND TABLES ARE INCLUDED. THIS PAPER WAS PRESENTED AT THE NATIONAL READING CONFERENCE (ST. PETERSBURG, DECEMBER 1-3, 1966). (BK)

ED 013 732 RE 000 364
MUELLER, ARTHUR C. MAXWELL, MARTHA J.

AN INVESTIGATION OF FACTORS ASSOCIATED WITH THE PUMROY CONCENTRATION TEST.

MARYLAND UNIV., COLLEGE PARK
REPORT NUMBER UM-RSSL-RR-66-03
PUBDATE NOV 66
EDRS PRICE MF-00.25 HC-02.12 51P.

DESCRIPTORS *ATTENTION, *ATTENTION SPAN, *READING ABILITY, *READING RESEARCH, ANXIETY, MINNESOTA TEACHER ATTITUDE INVENTORY, PERCEPTUAL MOTOR COORDINATION, PUMROY CONCENTRATION TEST, TEACHER ATTITUDES,

THE RELATIONSHIPS BETWEEN SCORES ON THE PUMROY CONCENTRATION TEST (PCT) AND ANXIETY, READING ABILITY, AND PERCEPTUAL SPEED AND ACCURACY WERE INVESTIGATED. CERTAIN ATTITUDES AND PROBLEMS OF THOSE STUDENTS WHO SCORED HIGH AND LOW ON THE PCT WERE IDENTIFIED, AND THE RELATION BETWEEN CONCENTRATION SCORES AND ACADEMIC ACHIEVEMENT AND ATTITUDES TOWARD TEACHING WERE DETERMINED. SIXTY-FOUR UNIVERSITY OF MARYLAND STUDENTS WERE PRETESTED ON THE TAYLOR MANIFEST ANXIETY SCALE, AND ON THE MINNESOTA TEACHER ATTITUDE INVENTORY (MTAI). THE SUBJECTS WERE EACH GIVEN THE PCT. TACHISTOSCOPICALLY PRESENTED VOCABULARY EXERCISES, A READING COMPREHENSION TEST, AND A POST-QUESTIONNAIRE. THE PCT TASK INVOLVED CONCENTRATING

FOR 3 MINUTES ON EACH OF THREE TARGETS-A "T", CONCENTRIC CIRCLES, AND A BLANK. THE ZERO ORDER CORRELATIONS FOR EACH CONCENTRATION MEASURE-TOTAL FREQUENCY AND TOTAL DURATION SCORE-WERE EXAMINED. THERE WAS A SIGNIFICANT RELATIONSHIP BETWEEN THE TOTAL FREQUENCY SCORE AND EACH OF THE FOLLOWING-THE TOTAL DURATION SCORE, THE LETTER RECOGNITION TASK, THE T-SCOPE EXERCISE-EASY WORDS SERIES, AND THE POSITIVE SCORE FOR FACTOR IV OF THE MTAI. THE BLANK TARGET WAS SIGNIFICANTLY HARDER TO CONCENTRATE ON. ANXIETY AND READING ABILITY WERE NOT RELATED TO THE CONCENTRATION MEASURES USED. THE QUESTIONNAIRES AND READING TESTS USED ARE APPENDED. A REVIEW OF THE LITERATURE, TABLES, AND REFERENCES ARE INCLUDED. (RH)

ED 013 733 RE 000 365

MAXWELL, MARTHA J. ROSS, MAMIE H.
AN EVALUATION OF THE UNIVERSITY OF MARYLAND READING AND STUDY SKILLS SATELLITE PROGRAM.

MARYLAND UNIV., COLLEGE PARK
REPORT NUMBER UM-RSSL-RR-66-02
EDRS PRICE MF-00.25 HC-00.64 14P.

DESCRIPTORS *COLLEGE INSTRUCTION, *COLLEGE STUDENTS, *READING PROGRAMS, *READING SKILLS, *STUDY SKILLS, READING CLINICS, READING INSTRUCTION, UNIVERSITY OF MARYLAND,

AT THE UNIVERSITY OF MARYLAND A SATELLITE PROGRAM OF THE READING AND STUDY SKILLS LABORATORY WAS CONDUCTED AT THE DELTA PHI EPSILON SORORITY HOUSE. AT THE SORORITY'S REQUEST, SPECIAL EQUIPMENT INCLUDING A CONTROLLED READER, A TACHISTOSCOPE, A TAPE RECORDER WITH TAPES ON ALL PHASES OF THE READING PROGRAM, AND THE POWER AND RATE BUILDERS UNIT OF THE SCIENCE RESEARCH ASSOCIATES READING KIT WAS PLACED IN A SPECIAL STUDY ROOM. THE PLEDGE TRAINER AND SCHOLARSHIP CHAIRMAN WERE TO WORK WITH THE READING COUNSELOR AND WERE TO GIVE INSTRUCTIONS TO THE GIRLS FOR USING THE EQUIPMENT AND FOR SETTING UP INDIVIDUAL STUDY PROGRAMS. MEETINGS WERE HELD TO EXPLAIN THE ADVANTAGES OF USING THE LABORATORY. VARIOUS TESTS INCLUDING THE WRENN STUDY HABITS INVENTORY AND THE NELSON-DENNY READING COMPREHENSION WERE ADMINISTERED, AND THE SCORES WERE EXPLAINED. THE COUNSELOR WAS PRESENT FOR SCHEDULED WORK SESSIONS, BUT ONLY THREE OR FOUR GIRLS ATTENDED EACH TIME. AFTER 10 WEEKS THE EQUIPMENT WAS REMOVED TO THE PARENT LABORATORY, AND A QUESTIONNAIRE ON THE USE MADE OF THE LABORATORY AND THE ATTITUDES OF THE GIRLS TOWARDS THE PROGRAM WAS ADMINISTERED. QUESTIONNAIRE ANSWERS WERE TABULATED. AN ACCOUNT OF THE COUNSELOR'S EXPERIENCES WITH THE SATELLITE LABORATORY IS APPENDED. REFERENCES ARE INCLUDED. (RH)

ED 013 734 RE 000 366
MARANI, S. DONALD MAXWELL, MARTHA J.

THE ORGANIZATION, ADMINISTRATION AND EVALUATION OF A READING AND

STUDY SKILLS PROGRAM FOR STUDENTS ENROLLED IN A MEDICAL LABORATORY ASSISTANTS TRAINING PROGRAM.

MARYLAND UNIV., COLLEGE PARK
REPORT NUMBER UM-RSSL-RR-66-01
PUBDATE JUN 66

EDRS PRICE MF-00.25 HC-00.96 22P.

DESCRIPTORS *ADULT READING PROGRAMS, *READING RESEARCH, READING ACHIEVEMENT, READING INSTRUCTION, UNIV. OF MARYLAND READING AND STUDY SKILLS LABORATORY,

AN ANALYSIS AND EVALUATION OF A READING IMPROVEMENT PROGRAM FOR MEDICAL LABORATORY ASSISTANT TRAINEES WHO NEEDED TO IMPROVE THEIR SKILLS IN ORDER TO SUCCEED IN THEIR TECHNICAL COURSE IS PRESENTED. THE STUDENTS WERE GIVEN TESTS OF VOCABULARY, COMPREHENSION, RATE, AND LISTENING COMPREHENSION. THEY KEPT RECORDS OF THEIR OWN PROGRESS, AND POST-TESTS WERE GIVEN AT THE END OF THE COURSE. THE PROGRAM WAS SET UP FOR 10 HOURS OF INSTRUCTOR TIME EACH WEEK. THERE WERE THREE 2-HOUR LECTURE AND DISCUSSION SESSIONS FOR THE ENTIRE GROUP, TWO 1-HOUR PERIODS ARRANGED FOR INDIVIDUAL INSTRUCTION ON SPECIFIC SKILLS AS NEEDED, AND THE REMAINING HOURS WERE USED FOR WORK WITH STUDENT CONSULTANTS AND FELLOW INSTRUCTORS AND FOR GENERAL PREPARATION. THE TECHNIQUES, MATERIALS, AND ORGANIZATION USED WERE SIMILAR TO THOSE USED IN ADULT AND COLLEGE READING PROGRAMS. PRE- AND POST-TEST SCORES WERE ANALYZED BY THE T TEST TO SHOW SIGNIFICANT GAINS IN LISTENING COMPREHENSION AND READING RATE AND BY RESIDUAL GAIN TO SHOW IMPROVEMENT ON THE NELSON-DENNY READING TEST. RESULTS ARE REPORTED IN TABLE FORM. FIFTEEN REFERENCES ARE INCLUDED. (RH)

ED 013 735 RE 000 367

SHOEN, SAMUELS.

THE EFFECTIVENESS OF TEACHING BEGINNING READING WITH THE INITIAL TEACHING ALPHABET (I/T/A), A FINAL REPORT. FREEPORT PUBLIC SCHOOLS, N.Y.

PUBDATE JAN 67
EDRS PRICE MF-00.25 HC-00.84 19P.

DESCRIPTORS *BEGINNING READING, *INITIAL TEACHING ALPHABET, *ORTHOGRAPHIC SYMBOLS, *READING RESEARCH, FREEPORT PUBLIC SCHOOLS, GRADE 1, GRADE 2, NEW YORK.

AN EXPERIMENTAL GROUP OF 461 CHILDREN WAS TAUGHT TO READ WITH THE INITIAL TEACHING ALPHABET (I/T/A) BEGINNING IN KINDERGARTEN AND WAS READING TRADITIONAL ORTHOGRAPHY (T/O) MATERIALS BY THE END OF THE SECOND GRADE. THE CONTROL GROUP INCLUDED 462 CHILDREN WHO WERE TAUGHT TRADITIONAL ORTHOGRAPHY IN A PROGRAM CENTERED AROUND CONVENTIONAL BASAL READING SERIES. AT THE END OF THE SECOND GRADE, BOTH GROUPS WERE ADMINISTERED THE PARAGRAPH MEANING, WORD MEANING, AND SPELLING SECTIONS OF THE STANFORD ACHIEVEMENT TEST, PRIMARY, FORM K. A STATISTICAL COMPARISON OF SCORES ON EACH TEST SECTION WAS MADE. THIS WAS THE SECOND STEP IN A LONGITUDINAL INVESTIGATION OF THE EFFECTS OF I/T/A. THE FIRST COMPARISON WAS MADE AT THE END OF GRADE ONE. AFTER

FIRST GRADE, THE I/T/A GROUP DID SIGNIFICANTLY BETTER ONLY IN SPELLING WHEN EITHER I/T/A OR TWO ANSWERS WERE ACCEPTABLE. AT THE END OF GRADE TWO, THERE WERE NO SIGNIFICANT DIFFERENCES IN THE THREE AREAS. THE I/T/A METHOD APPEARED TO BE BEST SUITED FOR ABOVE AVERAGE CHILDREN. ALTHOUGH STAFF OPINION WAS NOT UNANIMOUS, IT WAS RECOMMENDED THAT THE PROGRAM BE DISCONTINUED. TWELVE REASONS FOR THIS RECOMMENDATION ARE GIVEN. STATISTICS ARE SUMMARIZED IN FOUR TABLES. (RH)

ED 013 736 RE 000 369

LUMLEY, KATHRYN WENTZEL
MOBILE READING UNITS AND A TRAVELING BOOKSTORE IN WASHINGTON, D.C.
INTERNATIONAL READING ASSN., NEWARK, DEL.

PUB DATE JAN 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *MIDDLE SCHOOLS, *MOBILE EDUCATIONAL SERVICES, *RECREATIONAL READING, *REMEDIATION READING PROGRAMS, *RETARDED READERS, DISTRICT OF COLUMBIA, ESEA TITLE 1 FUNDS.

TITLE 1 FUNDS SUPPORT MANY READING PROJECTS IN THE SCHOOLS OF WASHINGTON, D.C. TWO OF THESE ARE THE MOBILE READING UNITS AND A TRAVELING BOOKSTORE. THE SELF-CONTAINED MOBILE READING UNITS ARE EQUIPPED TO PROVIDE IMPROVED DIAGNOSTIC SERVICES TO STUDENTS. THE TRAVELING PAPERBACK-BOOKSTORE OFFERS A WIDE SELECTION OF BOOKS WITH FREEDOM OF CHOICE FOR RELUCTANT READERS AS PART OF THE READING INCENTIVE SEMINARS ORGANIZED BY THE SECONDARY EDUCATION DEPARTMENT. BOTH UNITS AIM TO ENCOURAGE RELUCTANT AND RETARDED READERS. OTHER PROJECTS FINANCED BY TITLE 1 FUNDS IN WASHINGTON, D.C. ARE THE FOLLOWING: (1) THE TEACHER AIDE PROGRAM WHICH RELIEVES TEACHERS OF NON-TEACHING DUTIES SO THEY CAN DEVOTE MORE TIME TO PROFESSIONAL READING INSTRUCTION, (2) THE READING RESOURCE TEACHER PROGRAM WHICH ENABLES SUCCESSFUL READING TEACHERS TO BE THE READING RESOURCE TEACHERS FOR THEIR SCHOOLS THROUGH AN INTENSIVE TRAINING COURSE, (3) SPECIAL 6-WEEK SUMMER READING PROGRAMS FOR RETARDED READERS. THESE AND OTHER PROJECTS HAVE BENEFITED THOUSANDS OF TEENAGE STUDENTS, PARTICULARLY THE UNDERACHIEVERS, THE RETARDED READERS, AND THE RELUCTANT READERS. THIS ARTICLE APPEARED IN "THE READING TEACHER," VOLUME 20, JANUARY 1967. (NS)

ED 013 737 RE 000 370

YOE, DECK, JR.
READING PROGRAMS FOR MEXICAN-AMERICAN CHILDREN OF TEXAS.
INTERNATIONAL READING ASSN., NEWARK, DEL.

PUB DATE JAN 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *BILINGUAL STUDENTS, *DISADVANTAGED YOUTH, *MIGRANT CHILDREN, *READING IMPROVEMENT, *REMEDIATION READING PROGRAMS, *CORRECTIVE READING, ESEA TITLE 1 PROJECTS, READING PROGRAMS, TEXAS EDUCATION AGENCY, TEXAS PROJECT FOR THE EDUCATION OF MIGRANT CHILDREN.

SEVERAL TITLE 1 PROJECTS IN TEXAS ARE READING IMPROVEMENT PROGRAMS FOR MEXICAN-AMERICAN CHILDREN. EL PASO'S PROJECT SECOND CHANCE PROVIDES EACH CHILD WITH SPECIAL READING INSTRUCTION IN WELL-EQUIPPED READING CENTERS AND AFTER-SCHOOL STUDY CENTERS WITH TUTORIAL AIDES. A PROJECT ON READING RETARDATION, THE DEL RIO PROGRAM, AIMS FOR READING IMPROVEMENT AND THE TEACHING OF ENGLISH AS A SECOND LANGUAGE THROUGH AUDIO-LINGUAL METHODS. EDINBURGH COMBINES ITS ELEMENTARY REMEDIAL LANGUAGE ARTS AND CORRECTIVE READING PROGRAM WITH THE TEACHING OF SPANISH TO SPANISH-SPEAKING CHILDREN UTILIZING INDIVIDUALIZED READING INSTRUCTION THROUGH INTRACLAS GROUPINGS AND ADAPTED MATERIALS. OPERATING IN 40 TEXAS DISTRICTS, THE TEXAS PROJECT FOR THE EDUCATION OF MIGRANT CHILDREN CONCENTRATES SCHOOLING INTO 6 MONTHS OF DEVELOPMENTAL READING EMPHASIZING ORAL LANGUAGE AND THE MULTISENSORY APPROACH. SAN ANTONIO'S HARLANDALE REPLICATES ALL ENGLISH LANGUAGE DEVELOPMENT ACTIVITIES IN THE SPANISH LANGUAGE ACTIVITIES IN A BILINGUAL FIRST-GRADE PROGRAM. CORPUS CHRISTI HIRES TEACHER AIDES AND CONDUCTS INSERVICE TRAINING IN CORRECTIVE READING THROUGH A STAFF DEVELOPMENT PROGRAM. ALL THESE TITLE 1 READING PROJECTS BOAST OF BETTER WORK-STUDY HABITS AND IMPROVED READING SKILLS AND ATTITUDES. THIS ARTICLE APPEARED IN "THE READING TEACHER," VOLUME 20, JANUARY 1967. (NS)

ED 013 738 RE 000 371

ANDERSON, LORENA A.
READING IN APPALACHIA.
INTERNATIONAL READING ASSN., NEWARK, DEL.

PUB DATE JAN 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *DISADVANTAGED YOUTH, *ELEMENTARY GRADES, *READING IMPROVEMENT, *READING PROGRAMS, *SECONDARY GRADES, APPALACHIA, ESEA TITLE 1, WEST VIRGINIA.

TWO READING PROGRAMS IN WEST VIRGINIA REPRESENTED TWO DISTINCT SOCIOECONOMIC COUNTIES IN APPALACHIA. PROGRAM 1 REPRESENTED A COUNTY WITH ISOLATED SCHOOLS. PROGRAM 2 REPRESENTED A COUNTY WITH AN ACADEMICALLY STRONG COLLEGE AND CONSOLIDATED SCHOOLS. BOTH PROGRAMS ATTEMPTED TO TEACH STUDENTS TO READ BETTER AND TO DEVELOP BETTER ATTITUDES. PROGRAM 1 USED THE AURAL-ORAL APPROACH TO THE TEACHING OF READING, STRESSED THE ABILITY TO COMMUNICATE, AND MADE AVAILABLE TO THE SCHOOLS EITHER A READING LAB ON WHEELS OR A SPECIAL READING ROOM. WHILE TEACHERS DESIGNED THE MATERIALS USED, A STAFF INCLUDING A SPECIAL READING TEACHER, A READING CONSULTANT, A SPEECH-AND-HEARING THERAPIST, AND THREE SOCIAL WORKERS MET REGULARLY FOR PLANNING AND EVALUATION. PROGRAM 2 STUDENTS WERE GROUPED BY GRADE LEVEL BUT WERE GIVEN COMPLETELY INDIVIDUALIZED READING INSTRUCTION IN A SPECIAL READING RESOURCE

ROOM. THE STAFF INCLUDED A SCHOOL PSYCHOLOGIST, AN ELEMENTARY GUIDANCE COUNSELOR, A MEDICAL DOCTOR, A PROGRAM COORDINATOR, A SUPERVISOR, AND SEVERAL SPECIAL READING TEACHERS AND TEACHER AIDES. STUDENTS, PARENTS, TEACHERS, AND PRINCIPALS WORKED ON INFORMAL EVALUATIONS. THE COLLEGE PERSONNEL HELPED IN THE ACTION RESEARCH ASPECTS OF THE PROGRAM. THIS ARTICLE APPEARED IN "THE READING TEACHER," VOLUME 20, JANUARY 1967. (NS)

ED 013 739 RE 000 372

SCOTT, PALMER M.
TITLE 1 - CATALYST FOR CHANGE IN MONTANA.

INTERNATIONAL READING ASSN., NEWARK, DEL.

PUB DATE JAN 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *ELEMENTARY SCHOOL STUDENTS, *JUNIOR HIGH SCHOOL STUDENTS, *READING IMPROVEMENT, *REMEDIATION READING PROGRAMS, *RURAL SCHOOL SYSTEMS, ESEA TITLE 1 FUNDS, MONTANA.

INFORMATION ON TITLE 1 ALLOCATIONS WAS DISSEMINATED IN MONTANA THROUGH TELEVISION PROGRAMS, BULLETINS, NEWS MEDIA, AND PERSONAL INTERVIEWS. BY THE END OF FISCAL YEAR 1966, 288 OF 521 APPROVED PROJECTS WERE IN READING AND LANGUAGE ARTS. SOME OF THE COOPERATIVE PROJECTS ESTABLISHED ARE CITED HERE. THE BIG SANDY DISTRICT AND EIGHT OTHER RURAL DISTRICTS LAUNCHED THE CORRECTION AND PREVENTION OF READING PROBLEMS PROJECT TO REMEDY DEFICIENCIES IN VOCABULARY IN CONTENT COURSES, GENERAL READING ABILITY, AND READING READINESS. THE INVERNESS READING PROJECT EMPHASIZED A MULTIAPPROACH OF REMEDIAL AND SUPPLEMENTARY WORK FOR ALL GRADES AND USED INDIVIDUALIZED INSTRUCTION AND READING LESSONS TAPED BY THE CHILDREN'S MOTHERS. THE LEWISTON CITY SCHOOLS HAD SUMMER READING PROGRAMS FOR 253 STUDENTS IN GRADES ONE THROUGH EIGHT TO CORRECT POOR STUDY HABITS, TO IMPROVE THE STUDENT'S SELF-IMAGE, AND TO PREVENT THE REGRESSION BROUGHT ABOUT BY SUMMER VACATION. IN FLATHEAD COUNTY SCHOOLS, THE MOBILE CHILD WAS HELPED TO ESTABLISH BASIC SKILLS MORE QUICKLY THROUGH A HIGHLY INTENSIVE AND ENRICHED SUPPLEMENTARY PROGRAM EMPHASIZING WORD ATTACK SKILLS. THESE REPRESENTATIVE PROGRAMS INDICATE THAT THE REMOTE AS WELL AS THE POPULATED AREAS OF MONTANA BENEFIT FROM TITLE 1 FUNDS. THIS ARTICLE APPEARED IN "THE READING TEACHER," VOLUME 20, JANUARY 1967. (NS)

ED 013 740 RE 000 373

BAKER, CAROLYN C.
INDIVIDUALIZED READING WITH THE EDUCABLES.

INTERNATIONAL READING ASSN., NEWARK, DEL.

PUB DATE NOV 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *CORRECTIVE READING, *EDUCABLE MENTALLY HANDICAPPED, *INDIVIDUAL READING, *PRIMARY

GRADES, *READING INSTRUCTION, FAIRFAX, VIRGINIA PUBLIC SCHOOLS, THE INDIVIDUALIZED READING TECHNIQUE WAS EMPLOYED WITH A CLASS OF 16 EDUCABLE PRIMARY CHILDREN AGED 6 THROUGH 10 YEARS IN FAIRFAX, VIRGINIA, TO COUNTERACT AN INITIAL ATTITUDE OF TOTAL INDIFFERENCE TOWARD READING. BOOKS WITH HIGH INTEREST LEVELS AND WITH PREPRIMER VOCABULARY WERE PROVIDED BY THE LIBRARY AND WERE ATTRACTIVELY PRESENTED BY THE TEACHER. THE CHILDREN PARTICIPATED IN A READING ACTIVITY DAILY. THEY MET WITH THE TEACHER INDIVIDUALLY, ALTHOUGH OCCASIONALLY TWO OR THREE CHILDREN WORKED TOGETHER. A WORKING LEVEL WAS DETERMINED FOR EACH CHILD BY REVIEWING PREVIOUS TEST RESULTS OR BY RETESTING. DEPENDING ON HIS OWN NEEDS, EACH CHILD USED AN ACTIVITY BOOK. SKILLS WERE TAUGHT INDIVIDUALLY AND IN GROUPS. THE CHILDREN SET THEIR OWN READING GOALS AND KEPT AN ACCOUNT OF THE BOOKS THEY READ. THE CHILDREN DEFINITELY PROFITED BY THE CLOSE RELATIONSHIP WITH THE TEACHER AND BY THE ABSENCE OF OTHER CHILDREN WHO MIGHT CRITICIZE. CONFIDENCE INCREASED, AND SOMETIMES A CHILD WOULD READ HIS BOOK TO THE CLASS OR WOULD TAKE IT HOME TO READ TO HIS FAMILY. EXTRA PLANNING WAS NECESSARY TO FIT THIS TECHNIQUE IN WITH OTHER ACADEMIC WORK, BUT THE RESULTS WERE REWARDING. THIS ARTICLE APPEARED IN "THE READING TEACHER," VOLUME 20, NOVEMBER 1966. (RH)

ED 013 741 RE 000 374

ANAPOLIS, LOUIS
VISUAL TRAINING AND READING PERFORMANCE.
INTERNATIONAL READING ASSN., NEWARK, DEL.
PUB DATE MAR 67
DOCUMENT NOT AVAILABLE FROM EDRS.
DESCRIPTORS *READING RESEARCH, *VISION, *VISUAL DISCRIMINATION, *VISUAL LEARNING, ACADEMIC ACHIEVEMENT, FRYEBURG, FRYEBURG ACADEMY, MAINE, READING RESEARCH INSTITUTE, VISUAL PERCEPTION.

VISUAL TRAINING IS DEFINED AS THE FIELD OF OCULAR REEDUCATION AND REHABILITATION OF THE VARIOUS VISUAL SKILLS THAT ARE OF PARAMOUNT IMPORTANCE TO SCHOOL ACHIEVEMENT, AUTOMOBILE DRIVING, OUTDOOR SPORTS ACTIVITIES, AND OCCUPATIONAL PURSUITS. A HISTORY OF ORTHOPTICS, THE SUGGESTED NAME FOR THE ENTIRE FIELD OF OCULAR REEDUCATION, IS GIVEN. READING AS A VISUAL ACT IS DISCUSSED, AND THE FOLLOWING SEVEN GOALS OF VISUAL TRAINING ARE EXPLAINED-TO DEVELOP SMOOTH, RHYTHMIC OCULO-MOTOR CONTROL, TO ELIMINATE ANY TENDENCY FOR SUPPRESSION OF VISION, TO BUILD FUSION TO ITS HIGHEST DEGREE-STEREOPSIS, TO TRAIN ACCOMMODATION FACILITY FOR CLEAR FOCUSING, TO IMPROVE CONVERGENCE FLEXIBILITY FOR ACCURATE FIXATION, TO TRAIN EFFICIENT HAND AND EYE COORDINATION SKILLS, AND TO ENHANCE SPEED AND ACCURACY OF VISUAL PERCEPTION. REFERENCES ARE GIVEN. THIS ARTICLE APPEARED IN "JOURNAL OF READING," VOLUME 10, MARCH 1967. (RH)

ED 013 742 RE 000 375

TRACY, ROBERT J. RANKIN, EARL F., JR.
METHODS OF COMPUTING AND EVALUATING RESIDUAL GAIN SCORES IN THE READING PROGRAM.

INTERNATIONAL READING ASSN., NEWARK, DEL.

PUB DATE MAR 67
DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *ACHIEVEMENT GAINS, *MEASUREMENT TECHNIQUES, *READING RESEARCH, *STATISTICAL ANALYSIS, COMPARATIVE STATISTICS, STUDENT IMPROVEMENT.

THE "RESIDUAL GAIN" STATISTIC DEVELOPED BY MANNING AND DUBOIS IS PRESENTED AS A TOOL FOR THE MEASUREMENT OF INDIVIDUAL DIFFERENCES IN IMPROVEMENT RESULTING FROM TRAINING. RANKIN AND TRACY UTILIZED RESIDUAL GAIN MEASURES IN EVALUATING READING PROGRESS AND NOTED THEIR POTENTIAL AS A RESEARCH TOOL IN STUDYING CORRELATES OF READING IMPROVEMENT. IN COMPARING RESIDUAL GAINS WITH CRUDE GAIN (THE SIMPLE DIFFERENCE BETWEEN PRE- AND POST-TRAINING MEASURES), A DISCREPANCY IN GRADES ASSIGNED FOR IMPROVEMENT IN ALMOST HALF THE CASES WAS FOUND. CRUDE GAINS TENDED TO UNDERESTIMATE THE PROGRESS OF SUPERIOR IMPROVERS (AS MEASURED BY RESIDUAL GAIN) AND TO OVERESTIMATE THE PROGRESS OF INFERIOR IMPROVERS. TWO COMPUTATIONAL FORMULAS OF PRIMARY INTEREST TO THE RESEARCHER, THE Z-SCORE METHOD AND THE RAW SCORE METHOD ARE PRESENTED WITH DESCRIPTIONS OF THEIR ADVANTAGES AND DISADVANTAGES. A COMPUTATIONAL METHOD FOR EVALUATING RESIDUAL GAINS IN TERMS OF DERIVED SCORES BASED ON THE NORMAL DISTRIBUTION CURVE IS DESCRIBED. A SHORT GRAPHICAL METHOD FOR ASSIGNING EVALUATION CATEGORIES TO RESIDUAL GAINS IN THE CLASSROOM IS PRESENTED. THE METHODS FOR ESTIMATING AND EVALUATING RESIDUAL GAINS WITHOUT LABORIOUS CALCULATION SHOULD MAKE THE TECHNIQUE AVAILABLE TO READING TEACHERS WITH AN ELEMENTARY KNOWLEDGE OF STATISTICS. THREE REFERENCES ARE INCLUDED. THIS ARTICLE APPEARED IN "JOURNAL OF READING," VOLUME 10, MARCH 1967. (RH)

ED 013 743 RE 000 376

ORNSTEIN, ALLAN C.
101 BOOKS FOR TEACHING THE DISADVANTAGED.

INTERNATIONAL READING ASSN., NEWARK, DEL.

PUB DATE MAY 67
DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *BOOKLISTS, *CULTURAL DISADVANTAGEMENT, *NEGRO STUDENTS, *PUERTO RICANS, *URBAN TEACHING, NEW YORK CITY SCHOOLS, READING INSTRUCTION, SECONDARY EDUCATION, URBAN CULTURE, URBAN EDUCATION.

AN ANNOTATED BIBLIOGRAPHY OF 101 BOOKS SUITABLE FOR TEACHING URBAN DISADVANTAGED NEGRO AND PUERTO RICAN CHILDREN IS PRESENTED. THE BOOKS REFLECT THE ROLE AND CONTRIBUTION OF THE NEGRO AND PUERTO RICAN IN OUR HISTORY, ENHANCE THE ESSENTIAL DIGNITY AND INTEGRITY OF MINORITIES, PROVIDE APPRECIATION AND UNDERSTANDING OF MINORITIES,

AND PROMOTE BROTHERHOOD. MOST OFTEN, THE DISADVANTAGED CHILD IS DEFICIENT IN READING SKILLS. CONSEQUENTLY, THE BOOKS RECOMMENDED FOR JUNIOR HIGH SCHOOL RANGE FROM FIFTH- TO NINTH-GRADE READING LEVEL, AND THE BOOKS RECOMMENDED FOR HIGH SCHOOL STUDENTS START FROM THE EIGHTH-GRADE LEVEL. THE BOOKS ARE LISTED UNDER SIX HEADINGS-THE PAST REEXAMINED, CURRENT LITERATURE WHICH REFLECTS OUR NATIONAL CHALLENGE, MUSIC AND ART, POETRY, THEATER, LITERATURE, THE SPORTS WORLD, AND FICTION AND SHORT STORIES. THIS ARTICLE APPEARED IN "JOURNAL OF READING," VOLUME 10, MAY 1967. (RH)

ED 013 744 RE 000 377

RAUCH, SIDNEY J.
TEN GUIDELINES FOR TEACHING THE DISADVANTAGED.

INTERNATIONAL READING ASSN., NEWARK, DEL.

PUB DATE MAY 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *DISADVANTAGED YOUTH, *GUIDELINES, *READING IMPROVEMENT, *READING MATERIALS, *READING SKILLS, HEMPSTEAD, HOFSTRA UNIVERSITY, NEW YORK.

TEN GUIDELINES FOR TEACHERS OF DISADVANTAGED STUDENTS WITH READING PROBLEMS ARE SUGGESTED-(1) PROCEED ON THE ASSUMPTION THAT THE STUDENT IS CAPABLE OF READING IMPROVEMENT AND CREATIVE THINKING, (2) USE READING MATERIALS AT OR SLIGHTLY BELOW HIS INSTRUCTIONAL LEVEL, (3) CHOOSE SELECTIONS THAT DEAL WITH PEOPLE AND SITUATIONS HE CAN IDENTIFY WITH, AND GIVE BRIEF AND WELL-MOTIVATED ASSIGNMENTS WHICH ASSURE SUCCESS, (4) BE ALERT AND SENSITIVE TO HIS NEEDS, (5) AVOID STANDARDIZED TESTS FOR THESE ONLY SHOW REPEATEDLY THAT HE IS BELOW GRADE EXPECTATIONS, (6) CLARIFY WORD MEANINGS AND CONCEPTS BEFORE READING IN THE CONTENT AREAS, (7) INVOLVE MORE THAN WORD RECOGNITION EXERCISES IN YOUR READING PROGRAM, (8) USE A VARIETY OF APPROACHES AND VARY YOUR DAILY PROGRAM, (9) EMPHASIZE READING-STUDY SKILLS IN THE CONTENT AREAS, AND (10) REMEMBER THAT THE LEARNING PROCESS IS BASICALLY A MOTIVATION-CLARIFICATION-APPLICATION-SATISFACTION PROCESS. MATERIALS ARE RECOMMENDED FOR WORD-RECOGNITION SKILLS, COMPREHENSION SKILLS, AND READING-STUDY SKILLS, AND PROFESSIONAL BOOKS FOR TEACHERS. REFERENCES ARE INCLUDED. THIS ARTICLE APPEARED IN "JOURNAL OF READING," VOLUME 10, MAY 1967. (NS)

ED 013 745 RE 000 378

VON HORN, ARLENE JANES, EDITH
A CITY-WIDE VOCABULARY PROJECT FOR NINTH-GRADE STUDENTS.

INTERNATIONAL READING ASSN., NEWARK, DEL.

PUB DATE APR 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *GRADE 9, *LANGUAGE ARTS, *READING RESEARCH, *VOCABULARY DEVELOPMENT, GARY PUBLIC SCHOOLS, INDIANA, LANGUAGE DEVELOPMENT, READING COMPREHENSION,

READING PROGRAMS, READING SKILLS, TEACHER EVALUATION.

THE RESULTS OF STANDARDIZED TESTS IN LANGUAGE ARTS COVERING 10 YEARS FOR GRADES NINE THROUGH 12 IN GARY, INDIANA, REVEALED THE NEED FOR A DIRECTED PROGRAM IN VOCABULARY INSTRUCTION. A 2-YEAR PILOT STUDY ON VOCABULARY DEVELOPMENT USING THE DIRECT APPROACH WAS CONDUCTED AMONG 5,000 NINTH-GRADE STUDENTS. A PRETEST WAS FOLLOWED BY 20 WEEKLY LESSONS, EACH CONSISTING OF 20 WORDS SELECTED FROM ADOPTED NINTH-GRADE TEXTBOOKS AND ACCOMPANIED BY DEFINITIONS, DIACRITICAL MARKING, SAMPLE SENTENCES, AND SPACES FOR THE STUDENTS' ORIGINAL SENTENCES. WEEKLY TESTS, REVIEW TESTS EVERY 5 WEEKS, AND A POST TEST SIMILAR TO THE PRETEST WERE ADMINISTERED. THE USE OF THE MATERIALS DEVELOPED FOR THIS STUDY WAS RECOMMENDED BY 96 PERCENT OF 55 PARTICIPATING TEACHERS. ONE HUNDRED PERCENT OF THESE TEACHERS OBSERVED A BETTER STUDENT PERFORMANCE ON THE POST TEST. THE MATERIALS USED IN THIS STUDY WERE INCLUDED IN THE REGULAR NINTH-GRADE LANGUAGE CURRICULUM IN GARY SCHOOLS. SAMPLES OF THE PRETEST, WEEKLY LESSONS, WEEKLY TESTS, REVIEW TESTS, AND PROGRESS CHARTS ACCOMPANY THIS ARTICLE. THIS ARTICLE APPEARED IN THE "JOURNAL OF READING," VOLUME 10, APRIL 1967. (NS)

ED 013 746 RE 000 379

EMANS, ROBERT PATYK, GLORIA

WHY DO HIGH SCHOOL STUDENTS READ.

INTERNATIONAL READING ASSN., NEWARK, DEL.

PUB DATE FEB 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *HIGH SCHOOL STUDENTS, *READING INTERESTS, *STUDENT MOTIVATION, INDEPENDENT READING, UNIV. OF CHICAGO, WAUKESHA, WAUKESHA HIGH SCHOOL, WISCONSIN.

A FORCED-CHOICE TYPE OF QUESTIONNAIRE WAS USED TO STUDY THE READING MOTIVES OF HIGH SCHOOL STUDENTS AND THE EFFECT OF INTELLIGENCE, READING LEVEL, SEX, AGE, AND SOCIAL CLASS ON INFORMATIONAL, IDENTIFICATIONAL, ESTHETIC, AND RECREATIONAL MOTIVES. DEFINITIONS OF EACH MOTIVE AND A LIST OF REASONS FOR READING WERE GIVEN TO FIVE JUDGES FOR CLASSIFICATION. REASONS ON WHICH ALL JUDGES AGREED WERE INCLUDED IN A QUESTIONNAIRE GIVEN TO 324 STUDENTS FROM MIDDLE AND LOWER SOCIOECONOMIC CLASSES IN GRADES NINE THROUGH 12. READING LEVEL AND INTELLIGENCE SCORES WERE ALSO OBTAINED. RESULTS SHOWED THAT THE RECREATIONAL MOTIVE RANKED HIGHEST FOR ALL STUDENTS AND WAS FOLLOWED BY THE INFORMATIONAL, IDENTIFICATIONAL, AND ESTHETIC MOTIVES. STUDENTS WITH LOW READING LEVEL AND INTELLIGENCE TENDED TO RANK RECREATION LOWER AND IDENTIFICATION HIGHER. BOYS RANKED INFORMATION HIGHER THAN GIRLS DID, AND ONLY A VERY SMALL PERCENTAGE OF EITHER SEX GAVE ESTHETICS A HIGH RANKING. THE YOUNGER STUDENTS RANKED RECREATION HIGHER THAN OLDER STUDENTS DID. NO SIGNIFICANT RELATIONSHIP WAS FOUND BETWEEN READING MOTIVES AND SOCIAL CLASS. RESULTS

ARE SUMMARIZED IN THREE TABLES, AND A LIST OF REFERENCES IS GIVEN. THIS ARTICLE APPEARED IN "JOURNAL OF READING," VOLUME 10, FEBRUARY 1967. (NS)

ED 013 747

RE 000 380

CARROLL, L. PATRICK

THOSE PESKY BOOK REPORTS.

INTERNATIONAL READING ASSN., NEWARK, DEL.

PUB DATE APR 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *BOOK REVIEWS, *CRITICAL READING, *INDEPENDENT READING, *LITERATURE APPRECIATION, *RECREATIONAL READING, ALMA COLLEGE, CALIFORNIA, LOS GATOS.

A COMMON PROBLEM IN ASSIGNING BOOK REPORTS IS HOW TO TEST WHETHER STUDENTS ACTUALLY READ THE BOOK OR WHETHER THEY RELY ON SOURCES BESIDES THE BOOK ITSELF. A SINGLE-BOOK APPROACH DEvised TO GIVE SOME DEGREE OF CERTITUDE THAT STUDENTS READ THE BOOK BLENDS THREE ELEMENTS—(1) ACTUAL READING OF THE BOOK AS CHECKED BY AN OBJECTIVE TEST, (2) DEEPER UNDERSTANDING OF THE BOOK AS EVALUATED BY A WRITTEN ANALYSIS, AND (3) APPRECIATION AND ENJOYMENT OF THE BOOK AS SHOWN BY SOME REMARKS ON MERIT, STYLE, AND BEAUTY. WHEN THE BOOK IS ASSIGNED THE STUDENTS ARE ASKED TO LOOK FOR ELEMENTS SUCH AS STYLISTIC TRAITS, REMARKS ON THE SETTING, OR WEAKNESSES AND STRENGTHS OF THE AUTHOR. FROM FIVE SUGGESTED TOPICS EACH STUDENT CHOOSES ONE ON WHICH TO BASE A WRITTEN ANALYSIS OF THE BOOK. A 5-MINUTE OBJECTIVE TEST IS ALSO GIVEN AFTER WHICH THE TEST QUESTIONS ARE DISCUSSED. CRITICAL READING IS ENCOURAGED BY ASKING STUDENTS TO TAKE A STANCE, PROVE A POINT, RAISE A VITAL QUESTION, OR UNCOVER EVIDENCE TO SUPPORT STATEMENTS IN THEIR ORAL AND WRITTEN WORK. THIS ARTICLE APPEARED IN "JOURNAL OF READING," VOLUME 10, APRIL 1967. (NS)

ED 013 748

RE 000 384

STAUFFER, RUSSELL G.

A VOCABULARY STUDY COMPARING READING, ARITHMETIC, HEALTH AND SCIENCE TEXTS.

INTERNATIONAL READING ASSN., NEWARK, DEL.

PUB DATE NOV 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *PRIMARY GRADES, *READABILITY, *READING LEVEL, *READING RESEARCH, *VOCABULARY, ARITHMETIC, HEALTH BOOKS, READING, SCIENCE MATERIALS, TEXTBOOK RESEARCH, UNIVERSITY OF DELAWARE.

WORD COUNTS WERE MADE TO COMPARE THE VOCABULARIES IN READING, HEALTH, SCIENCE, AND ARITHMETIC TEXTBOOKS FOR GRADES ONE TO THREE. COUNTS WERE MADE IN SEVEN DIFFERENT BASIC READING SERIES AND IN THREE DIFFERENT SERIES IN EACH OF THE THREE CONTENT AREAS. THE LIMITATIONS OF THE WORD COUNTS ARE SPECIFIED. FREQUENCY OF OCCURRENCE WAS USED TO ANALYZE THE DATA. THE SEVEN READING SERIES INTRODUCED ABOUT TWICE AS MANY NEW WORDS AT THE THIRD-GRADE LEVEL THAN DID THE THREE SCIENCE SERIES.

OF THE 570 NEW WORDS PRESENTED IN THE FIRST-GRADE READING SERIES, 117 WORDS WERE COMMON TO ALL SERIES. THE WORDS USED IN DIFFERENT READING SERIES VARIED MORE AT THE HIGHER GRADE LEVELS. ONLY 11 WORDS WERE COMMON TO THE READING AND ARITHMETIC SERIES AT THE FIRST GRADE LEVEL. OTHER RESULTS, CONCLUSIONS, AND ONE REFERENCE IS INCLUDED. THIS ARTICLE APPEARED IN "THE READING TEACHER," VOLUME 20, NOVEMBER 1966. (BK)

ED 013 749

56

RE 000 386

FELDMANN, SHIRLEY DEUTSCH, CYNTHIA P.

A STUDY OF THE EFFECTIVENESS OF TRAINING FOR RETARDED READERS IN THE AUDITORY PERCEPTUAL SKILLS UNDERLYING READING.

NEW YORK MEDICAL COLL., N.Y.

REPORT NUMBER NDEA-VIIA-1127

REPORT NUMBER BR-5-0737

GRANT OEG-7-42-0920-220

EDRS PRICE MF-\$0.75 HC-\$7.28 180P.

DESCRIPTORS *AUDITORY DISCRIMINATION, *AUDITORY TRAINING, *READING ACHIEVEMENT, *READING RESEARCH, *SOCIALLY DISADVANTAGED, EVALUATION NEEDS, EVALUATION TECHNIQUES, GRADE 3, INSTITUTE FOR DEVELOPMENTAL STUDIES, N. Y. MEDICAL COLLEGE, NEGROES, PUERTO RICANS, RETARDED READERS.

TWO STUDIES WERE CONDUCTED TO EXPLORE THE RELATIONSHIP BETWEEN THE AUDITORY SKILLS OF SOCIALLY DISADVANTAGED STUDENTS AND READING ACHIEVEMENT. THE EFFECT OF A DEVELOPMENTAL AUDITORY TRAINING PROGRAM ON READING ACHIEVEMENT AND THE EFFECTIVENESS OF DIFFERENT EVALUATIVE PROCEDURES FOR AUDITORY PERCEPTUAL SKILLS WERE ALSO TESTED. SIXTY-FOUR THIRD-GRADE NEGRO AND PUERTO RICAN CHILDREN WHO WERE RETARDED READERS WERE CHOSEN AS SUBJECTS. THREE TREATMENT GROUPS AND ONE CONTROL GROUP WERE SET UP. THE THREE TREATMENT GROUPS RECEIVED VARYING COMBINATIONS OF AUDITORY AND READING TRAINING. THERE WERE 50 TREATMENT SESSIONS. TESTS WERE ADMINISTERED PRIOR TO THE TREATMENT, IMMEDIATELY FOLLOWING THE TREATMENT, AFTER 6 MONTHS, AND AFTER A YEAR. RELIABILITY COEFFICIENTS, ANALYSIS OF COVARIANCE, INTERCORRELATIONS, AND T TESTS WERE USED TO ANALYZE THE DATA. NO TREATMENT GROUP FACILITATED READING ACHIEVEMENT. THERE WERE NO GROUP DIFFERENCES. NONE OF THE VARIOUS COMBINATIONS OF READING AND AUDITORY PROGRAMS SEEMED TO AFFECT IMPROVEMENT IN READING. IT WAS SUGGESTED THAT THERE MIGHT BE INTERRELATIONSHIPS OF TEACHER AND PUPIL VARIABLES IMPORTANT IN READING LEARNING. STAFF EVALUATIONS, REFERENCES, ADDITIONAL RESULTS, TABLES, DESCRIPTIONS OF TESTS, AND APPENDIXES ARE INCLUDED. (BK)

ED 013 750

RE 000 387

VERNON, M.D.

TEN MORE IMPORTANT SOURCES OF INFORMATION ON VISUAL PERCEPTION IN RELATION TO READING.

INTERNATIONAL READING ASSN., NEWARK, DEL.

PUB DATE NOV 66
DOCUMENT NOT AVAILABLE FROM EDRS.
DESCRIPTORS *READING RESEARCH,
*VISUAL PERCEPTION,
AN ANNOTATED BIBLIOGRAPHY OF
TEN STUDIES OR WRITINGS ON PROBLEMS
RELATED TO VISUAL PERCEPTION
PUBLISHED BETWEEN 1964-1964 IS PRESENTED.
THIS ARTICLE APPEARED IN
"THE READING TEACHER," VOLUME 20,
NOVEMBER 1966. (RH)

ED 013 751 RE 000 444
READING IN FLORIDA SECONDARY
SCHOOLS, A GUIDE.
FLORIDA ST. DEPT. OF EDUCATION, TALLAHASSEE

REPORT NUMBER FSDE-BULL-35C
PUB DATE 66
EDRS PRICE MF-\$0.75 HC-\$7.72 191P.
DESCRIPTORS *READING PROGRAMS,
*SECONDARY SCHOOLS, *STATE CURRICULUM
GUIDES, *TEACHING GUIDES,
FLORIDA STATE DEPARTMENT OF EDUCATION,
INSERVICE TEACHER EDUCATION,
INSTRUCTIONAL AIDS, INSTRUCTIONAL
MATERIALS.

THIS TEACHING GUIDE WAS DEVELOPED
TO PROVIDE A VARIETY OF SUGGESTIONS
AND INFORMATION FOR TEACHERS
INVOLVED IN A SECONDARY SCHOOL
READING PROGRAM AND FOR ADMINISTRATORS
AND SUPERVISORS RESPONSIBLE
FOR PLANNING AND IMPLEMENTING
READING PROGRAMS IN HIGH
SCHOOLS. THE FOLLOWING TOPICS ARE
DISCUSSED-THE DEFINITIONS AND
OBJECTIVES OF A READING PROGRAM,
THE ADMINISTRATOR'S ROLE, THE ROLE
OF THE SECONDARY SCHOOL READING
TEACHER, THE ROLES OF THE SCHOOL
LIBRARIAN, OF THE GUIDANCE AND
STUDENT PERSONNEL STAFF, OF THE
SCHOOL PSYCHOLOGIST, OF THE SCHOOL
NURSE, AND OF THE PARENTS, ORGANIZING
SCHOOL READING PROGRAMS, READING
IN THE CONTENT FIELDS, THE
DEVELOPMENT OF READING AS A CONTINUOUS
PROCESS, THE VERTICAL AND HORIZONTAL
ASPECTS OF READING, THE INTERRELATIONSHIPS
OF THE LANGUAGE ARTS, THE RELATIONSHIP
BETWEEN LISTENING AND READING, THE
RELATIONSHIP BETWEEN SPEAKING AND READING,
AND BETWEEN WRITING AND READING,
AND LINGUISTICS. APPENDICES PROVIDE
MANY TEACHING SUGGESTIONS
AND TECHNIQUES; A BIBLIOGRAPHY,
AND INFORMATION ON WHERE TO OBTAIN
VARIOUS TEACHING DEVICES, MECHANICAL
AIDS, FILM STRIPS AND PROGRAMED
MATERIALS. A SELECTED LIST OF
READING TESTS, A CHECK LIST OF
READING PRACTICES IN THE SECONDARY
SCHOOL, AND AN EXAMPLE OF A SCOPE
AND SEQUENCE CHART ARE INCLUDED.
(RH)

ED 013 752 SE 000 443
MCELHINEY, DAVID STANLEY
AN EVALUATION OF NINTH-GRADE
SCIENCE FOR THE ACADEMICALLY
TALENTED.
OKLAHOMA STATE UNIV., STILLWATER,
GRAD. SCHOOL
PUB DATE AUG 66

DOCUMENT NOT AVAILABLE FROM EDRS.
DESCRIPTORS *ABLE STUDENTS,
*GRADE 9, *SECONDARY SCHOOL
SCIENCE, *STUDENT SCIENCE INTERESTS,
BIOLOGY, EARTH SCIENCE, GENERAL
SCIENCE, IOWA TEST OF EDUCATION.

AL DEVELOPMENT, KUDER INTEREST INVENTORY,
PHYSICAL SCIENCES, SCIENCE CAREERS,
SECONDARY SCHOOL STUDENTS.

INVESTIGATED IS THE INFLUENCE OF
NINTH GRADE SCIENCE COURSES UPON
STUDENTS' SCIENCE ACHIEVEMENT,
SCIENCE INTERESTS, AND CAREER
CHOICE. APPROXIMATELY 1300 ACADEMICALLY
TALENTED HIGH SCHOOL SENIORS
COMPOSED THE INITIAL SAMPLE.
RANDOM SAMPLES OF 50 STUDENTS
WERE SELECTED FROM EACH OF FOUR
SUBGROUPS-THOSE WHO HAD TAKEN
BIOLOGY, GENERAL SCIENCE, LABORATORY
SCIENCE, OR WHO HAD NO SCIENCE.
DATA WERE OBTAINED FROM TEST RESULTS,
AN INTEREST INVENTORY, AND
STUDENT TRANSCRIPTS. BOTH PARAMETRIC
AND NON-PARAMETRIC TECHNIQUES
WERE USED TO INTERPRET FINDINGS.
THE LABORATORY SCIENCE GROUP
PURSUED SCIENCE IN HIGH SCHOOL
SIGNIFICANTLY MORE THAN DID THE
BIOLOGY OR THE NO-SCIENCE GROUPS.
THE TOTAL NUMBER OF SCIENCE
COURSES TAKEN HAD A HIGHER
RELATIONSHIP TO THE STUDENTS' ACHIEVEMENT
IN SCIENCE THAN DID THEIR
NINTH GRADE SCIENCE COURSES.
SIGNIFICANT DIFFERENCES IN SCIENCE
INTERESTS WERE FOUND WHEN STUDENTS
WERE GROUPED EITHER BY THE NINTH
GRADE COURSE THEY HAD HAD, OR BY
THE NUMBER OF SCIENCE COURSES
THEY HAD TAKEN. THE KIND AND
NUMBER OF SCIENCE COURSES TAKEN
IN HIGH SCHOOL SIGNIFICANTLY
INFLUENCED STUDENTS' PLANS FOR
COLLEGE AND CAREERS. (AG)

ED 013 753 SE 000 846
BEARDSLEY, EDWARD H.
THE RISE OF THE AMERICAN CHEMISTRY
PROFESSION, 1850-1900.
PUB DATE 64

EDRS PRICE MF-\$0.50 HC NOT AVAILABLE
FROM EDRS. 84P.

DESCRIPTORS *CHEMISTRY, *COLLEGE
SCIENCE, *CURRICULUM, *PROFESSIONAL
ASSOCIATIONS, AMERICAN ASSOCIATION
FOR THE ADVANCEMENT OF SCIENCE,
AMERICAN CHEMICAL SOCIETY,
BIBLIOGRAPHIES, COLLEGES, GERMANY,
HIGHER EDUCATION, UNITED STATES,
UNIVERSITIES.

THE TRAINING AND ACTIVITIES OF
AMERICAN CHEMISTS FROM 1850 TO 1900
IS TREATED IN THIS BOOKLET. FIVE
CHAPTERS CONSTITUTE THE VOLUME-(1)
EDUCATION IN CHEMISTRY-AMERICAN
ORIGINS, (2) EDUCATION IN CHEMISTRY-
THE GERMAN INFLUENCE, (3) PROFESSIONAL
ORGANIZATION - THE NATIONAL SOCIETIES,
(4) PROFESSIONAL ORGANIZATION -
THE NATIONAL JOURNALS, AND (5)
THE CHEMIST AT WORK. AN ANNOTATED
BIBLIOGRAPHY OF SOURCES IS INCLUDED.
THE GROWTH OF CHEMISTRY IN
SCHOOLS AND LAND GRANT INSTITUTIONS
THAT APPEARED IN THE LATE 1800'S
IS TRACED. THE INFLUENCE IN AMERICAN
SCHOOLS OF AMERICAN SCHOLARS
WHO STUDIED IN THE GERMAN
UNIVERSITIES IS DESCRIBED. NUMBERS
AND FUNCTIONS OF CHEMISTS IN
INDUSTRY, GOVERNMENT, AND HIGHER
EDUCATION ARE TREATED. ALSO
DESCRIBED ARE THE RISE OF THE
PROFESSIONAL SOCIETIES AND THEIR
JOURNALS. THIS DOCUMENT IS ALSO
AVAILABLE FOR \$2.00 FROM THE
UNIVERSITY OF FLORIDA PRESS,
15 NW 15 STREET, GAINESVILLE,
FLORIDA 32601. (RS)

ED 013 754 SE 001 643
HURLBURT, EVELYN M.
RADIOISOTOPE EXPERIMENTS IN
HIGH SCHOOL BIOLOGY. AN ANNOTATED
SELECTED BIBLIOGRAPHY.
ATOMIC ENERGY COMMISSION, OAK
RIDGE, TENN.

PUB DATE SEP 66
EDRS PRICE MF-\$0.25 HC-\$1.04 24P.
DESCRIPTORS *ANNOTATED BIBLIOGRAPHIES,
*BIOLOGY, *INSTRUCTIONAL
MATERIALS, *RADIATION BIOLOGY,
*SCIENCE ACTIVITIES, *SECONDARY
SCHOOL SCIENCE, CHEMISTRY,
PHYSICS, RADIOISOTOPES,
REFERENCE MATERIALS, UNITED STATES
ATOMIC ENERGY COMMISSION.

SELECTED REFERENCES ON THE USE
OF RADIOISOTOPES IN BIOLOGY ARE
CONTAINED IN THIS ANNOTATED
BIBLIOGRAPHY FOR SECONDARY SCHOOL
STUDENTS. MATERIALS INCLUDED WERE
PUBLISHED AFTER 1960 AND DEAL WITH
THE PROPERTIES OF RADIATION,
SIMPLE RADIATION DETECTION
PROCEDURES, AND TECHNIQUES FOR
USING RADIOISOTOPES EXPERIMENTALLY.
THE REFERENCES ARE LISTED IN
ORDER OF THEIR VALUE TO A
TYPICAL HIGH SCHOOL BIOLOGY
PROGRAM IN TERMS OF VARIETY,
FLEXIBILITY, AND APPLICABILITY.
EXPERIMENTS IN EACH REFERENCE
ARE CLASSIFIED AS BASIC OR
BIOLOGICAL. SPECIAL TECHNIQUES
OR MATERIALS REQUIRED IN THEIR
COMPLETION ARE INDICATED.
SOURCES OF RADIOISOTOPE
EXPERIMENTS FOR HIGH SCHOOL
CHEMISTRY AND PHYSICS, A
LIST OF GENERAL READINGS IN
NUCLEAR SCIENCE, AND A LIST
OF SUPPLIERS OF RADIOISOTOPES
ARE INCLUDED. THIS DOCUMENT IS
AVAILABLE FREE FROM THE UNITED STATES
ATOMIC ENERGY COMMISSION,
P. O. BOX 62, OAK RIDGE,
TENNESSEE 37830. (AG)

ED 013 755 SE 001 722
A SUGGESTED CHECKLIST FOR
ASSESSING A SCIENCE PROGRAM.
OFFICE OF EDUCATION, WASHINGTON,
D.C.

REPORT NUMBER OE-29034-A
PUB DATE JAN 64

EDRS PRICE MF-\$0.25 HC-\$0.88 20P.
DESCRIPTORS *CURRICULUM, *CURRICULUM
EVALUATION, *ELEMENTARY SCHOOL
SCIENCE, *EVALUATION, *EVALUATION
TECHNIQUES, *PROGRAM EVALUATION,
*SECONDARY SCHOOL SCIENCE,
SELECTED SCIENCE SERVICES,
UNITED STATES OFFICE OF EDUCATION.

SUGGESTIONS AND A CHECKLIST FOR
THE EVALUATION OF ELEMENTARY AND
SECONDARY SCHOOL SCIENCE
PROGRAMS ARE CONTAINED IN THIS
UNITED STATES OFFICE OF EDUCATION
BULLETIN. AN INTRODUCTORY SECTION
DEALS WITH THE IMPORTANCE OF (1)
BROAD FACULTY PARTICIPATION, AND
(2) UP-TO-DATE CONTENT AND METHODS
IN PROGRAM EVALUATION. EXPLANATIONS
FOR THE CONSTRUCTION AND USE OF A
PROGRAM PROFILE AND THE USE OF THE
CHECKLIST ARE ALSO PROVIDED. THE
INSTRUMENT IS SUBDIVIDED INTO 10
SECTIONS EACH CONTAINING PERTINENT
QUESTIONS. SUBDIVISIONS INCLUDE-(1)
THE FOUNDATIONS FOR LOCAL PROGRAM
PLANNING, (2) PUBLIC RESPONSIBILITY
AND GOALS, (3) CURRICULUM, (4)
TEACHING-LEARNING, (5) EVALUATION,
(6) YOUTH ACTIVITIES, (7) STAFF
CHARACTERISTICS, (8) PROGRAM
ADMINISTRATION, (9) FINANCIAL
ARRANGEMENTS.

AND (10) FACILITIES, EQUIPMENT, AND TEACHING AIDS. A THREE-POINT RATING SCALE AND A FORM FOR THE DEVELOPMENT OF A COMPOSITE PROFILE ARE INCLUDED. THIS DOCUMENT IS ALSO AVAILABLE FOR \$0.15 FROM THE SUPERINTENDENT OF DOCUMENTS, GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402. (AG)

ED 013 756 SE 002 010

ACKERSON, PAUL BERNDT

A STUDY OF THE RELATIONSHIP BETWEEN ACHIEVEMENT IN PSSC PHYSICS AND EXPERIENCE IN RECENTLY DEVELOPED COURSES IN SCIENCE AND MATHEMATICS. OKLAHOMA STATE UNIV., STILLWATER, AGRI. APPL. SCI.

PUB DATE 65

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *ACADEMIC ACHIEVEMENT, *PHYSICS, *SECONDARY SCHOOL SCIENCE, BIOLOGICAL SCIENCES CURRICULUM STUDY, BIOLOGY, CHEMICAL BONDING, CHEMICAL EDUCATION MATERIALS STUDY, CHEMISTRY, DOCTORAL THESES, MATHEMATICS, PHYSICAL SCIENCE STUDY COMMITTEE, PREDICTION, SCHOOL MATHEMATICS STUDY GROUP.

THE RELATIONSHIP OF ACHIEVEMENT IN PSSC PHYSICS TO EXPERIENCE IN SMSG MATHEMATICS, CHEM STUDY CHEMISTRY, CBA CHEMISTRY, AND BSCS BIOLOGY WAS DETERMINED. DATA WERE GATHERED IN 25 HIGH SCHOOL PHYSICS CLASSES IN SEVEN HIGH SCHOOLS. ANALYSIS OF COVARIANCE WAS USED IN THE TREATMENT OF THE DATA. PSSC TESTS FIVE AND TEN WERE USED AS CRITERIA OF ACHIEVEMENT IN PSSC PHYSICS. COMPARISONS OF ACHIEVEMENT IN PSSC PHYSICS WERE MADE BETWEEN STUDENTS WITH BACKGROUNDS IN (1) SMSG MATHEMATICS OR CONVENTIONAL MATHEMATICS, (2) CHEM STUDY CHEMISTRY OR CONVENTIONAL CHEMISTRY, (3) CBA CHEMISTRY OR CONVENTIONAL CHEMISTRY, (4) BSCS BIOLOGY OR CONVENTIONAL BIOLOGY, AND (5) BETWEEN STUDENTS WITH DIFFERENT LEVELS OF EXPERIENCE IN SMSG MATHEMATICS. THE DATA SHOWED NO SIGNIFICANT DIFFERENCES IN ACHIEVEMENT IN PSSC PHYSICS BETWEEN STUDENTS WITH A BACKGROUND IN (1) CHEM STUDY CHEMISTRY OR CONVENTIONAL CHEMISTRY, (2) CBA CHEMISTRY OR CONVENTIONAL CHEMISTRY, AND (3) BSCS BIOLOGY OR CONVENTIONAL BIOLOGY. CONFLICTING EVIDENCE WAS FOUND IN THE RELATIONSHIP BETWEEN DIFFERENCE LEVELS OF SMSG MATHEMATICS AND PSSC ACHIEVEMENT. A SIMILAR CONFLICT WAS FOUND BETWEEN EXPERIENCE IN SMSG MATHEMATICS AND CONVENTIONAL MATHEMATICS. THIS DOCUMENT IS AVAILABLE AS ORDER NUMBER 66-3963 FOR \$3.00 ON MICROFILM, \$6.00 XEROX, FROM UNIVERSITY MICROFILMS, 300 NORTH ZEEB ROAD, ANN ARBOR, MICHIGAN 48103. (DS)

ED 013 757 SE 002 020

BERRY, WILLIAM E.

THE COMPARATIVE EFFECTS OF PSSC PHYSICS AND TRADITIONAL PHYSICS ON STUDENT ACHIEVEMENT.

ARIZONA STATE UNIV., TEMPE

PUB DATE 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *ACADEMIC ACHIEVEMENT, *CURRICULUM DEVELOPMENT,

*DOCTORAL THESES, *PHYSICS, *SECONDARY SCHOOL SCIENCE, *STUDENT CHARACTERISTICS, COMPARATIVE ANALYSIS, COOPERATIVE PHYSICS TEST, PHYSICAL SCIENCE STUDY COMMITTEE, PHYSICAL SCIENCE STUDY COMMITTEE FINAL EXAMINATION.

THE ACHIEVEMENT OF STUDENTS ENROLLED IN PHYSICAL SCIENCE STUDY COMMITTEE PHYSICS IS COMPARED WITH THAT OF STUDENTS ENROLLED IN TRADITIONAL PHYSICS. GROUPS OF STUDENTS WERE PRETESTED FOR MENTAL ABILITY AND SCIENCE KNOWLEDGE. AFTER COMPLETING THE RESPECTIVE COURSES, BOTH GROUPS WERE GIVEN THE COOPERATIVE PHYSICS TEST AND THE PHYSICAL SCIENCE STUDY COMMITTEE FINAL EXAMINATION. STUDENT SCORES ON THE POST-TEST WERE TREATED STATISTICALLY BY ANALYSIS OF COVARIANCE. CONCLUSIONS DRAWN ARE (1) STUDENTS ENROLLED IN PHYSICAL SCIENCE STUDY COMMITTEE PHYSICS LEARNED AS MUCH OF THE ESSENTIAL SUBJECT MATTER CONTENT OF TRADITIONAL PHYSICS AS DID THOSE ENROLLED IN THE TRADITIONAL COURSES, AND (2) STUDENTS ENROLLED IN THE PHYSICAL SCIENCE STUDY COMMITTEE COURSES LEARNED MORE OF THE ESSENTIAL SUBJECT MATTER OF THE PHYSICAL SCIENCE STUDY COMMITTEE COURSE THAN DID THOSE ENROLLED IN THE TRADITIONAL COURSES. THIS DOCUMENT IS AVAILABLE AS ORDER NUMBER 66-7940 FOR \$3.00 ON MICROFILM, \$4.80 XEROX, FROM UNIVERSITY MICROFILMS, 300 NORTH ZEEB ROAD, ANN ARBOR, MICHIGAN 48103. (DH)

ED 013 758 SE 002 192

ARVEY, M. DALE RIEMER, WILLIAM J.

INLAND BIOLOGICAL FIELD STATIONS OF THE UNITED STATES.

AMERICAN INST. OF BIOLOGICAL SCIENCES

PUB DATE APR 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *BIOLOGY, *FIELD INSTRUCTION, *OUTDOOR EDUCATION, *SCIENCE FACILITIES, COLLEGE SCIENCE, DIRECTORIES, ECOLOGY, NATIONAL SCIENCE FOUNDATION, RESEARCH.

INFORMATION ABOUT 42 INLAND BIOLOGY FIELD STATIONS IN THE UNITED STATES IS PRESENTED. DATA WERE OBTAINED THROUGH VISITS BY REPRESENTATIVES OF THE NATIONAL SCIENCE FOUNDATION. IN AN INTRODUCTORY SECTION THE CHARACTERISTICS, FUNCTIONS, AND PROBLEMS GENERALLY ASSOCIATED WITH FIELD STATIONS ARE REVIEWED. INDIVIDUAL STATIONS ARE LISTED ALPHABETICALLY, BY STATE. RESUMES INCLUDE (1) NAME, (2) ADDRESS, (3) ACREAGE, (4) TYPES OF ECOLOGICAL AREAS REPRESENTED, (5) NATURE OF THE PROGRAM OFFERED, (6) UNIQUE FACILITIES OR FEATURES, AND (7) OPERATING SEASON. THE RESUMES ARE KEYS TO A MAP OF THE UNITED STATES. THIS ARTICLE IS PUBLISHED IN "BIOSCIENCE," APRIL 1966. (AG)

ED 013 759 SE 002 224

SHOWALTER, VICTOR M. SLESNICK,

IRWIN L.

IDEAS FOR SCIENCE INVESTIGATIONS.

NATIONAL SCIENCE TEACHERS ASSN., WASHINGTON, D.C.

PUB DATE 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *INSTRUCTIONAL MATERIALS, *SCIENCE ACTIVITIES, *SCIENCE PROJECTS, *SECONDARY SCHOOL SCIENCE, *STUDENT RESEARCH, BIOLOGY, CHEMISTRY, NATIONAL SCIENCE TEACHERS ASSOCIATION, PHYSICS.

IDEAS FOR SCIENCE INVESTIGATIONS FOR SECONDARY SCHOOL STUDENTS ARE DESCRIBED. IN PART I THE STUDENT IS INTRODUCED TO THE IDEA OF THE PROJECT-TYPE INVESTIGATION AND IS GIVEN A GENERAL OVERVIEW OF THE MANUAL. A SECTION WHICH IS WRITTEN FOR THE TEACHER INCLUDES A DISCUSSION OF (1) EDUCATIONAL VALUES DERIVED FROM INDIVIDUAL INVESTIGATIONS, AND (2) THE ROLE OF THE TEACHER IN INVESTIGATIVE ACTIVITIES. IN PART II THE PHENOMENON OF SAP RISE IN PLANTS IS USED TO ILLUSTRATE PROBLEMS FOR INVESTIGATION. THE APPROACHES TO RELATED PROBLEMS TAKEN BY THREE STUDENTS ARE USED TO DEMONSTRATE APPROACHES TO EXPERIMENTAL WORK. INFORMATION ON PROCEDURES INVOLVED IN REPORTING THE RESULTS OF AN INVESTIGATION IS ALSO INCLUDED IN THIS SECTION. PART III CONTAINS IDEAS FOR POSSIBLE INVESTIGATION IN THE AREAS OF BIOLOGY, CHEMISTRY, AND PHYSICS. ITEMS INCLUDED GENERALLY CONTAIN SOME BACKGROUND INFORMATION AND A SERIES OF QUESTIONS. AN ANNOTATED BIBLIOGRAPHY, SUBDIVIDED INTO IDEAS, TECHNIQUES, AND INFORMATION IN DEPTH COMPRISES PART IV. THIS DOCUMENT IS AVAILABLE FOR \$2.25 FROM THE NATIONAL SCIENCE TEACHERS ASSOCIATION, 1201 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036. (AG)

ED 013 760 SE 002 229

SCIENCE COURSE IMPROVEMENT PROJECTS. 2. SCIENCE TEACHING EQUIPMENT.

NATIONAL SCIENCE FOUNDATION, WASHINGTON, D.C.

REPORT NUMBER NSF-63-15

PUB DATE MAY 63

EDRS PRICE MF-\$0.25 HC-\$2.00 50P.

DESCRIPTORS *COLLEGE SCIENCE, *SCIENCE EQUIPMENT, *SECONDARY SCHOOL SCIENCE, ANTHROPOLOGY, AUDIOVISUAL AIDS, BIOLOGY, CHEMISTRY, EARTH SCIENCE, ELEMENTARY SCHOOL SCIENCE, ENGINEERING, LABORATORY EQUIPMENT, MATHEMATICS, METEOROLOGY, MODELS, NATIONAL SCIENCE FOUNDATION, PSYCHOLOGY, SCIENCE COURSE IMPROVEMENT PROJECT, SCIENCE TEACHING EQUIPMENT DEVELOPMENT PROGRAM.

SCIENCE EQUIPMENT, TEACHING AIDS, AND MODELS THAT HAVE BEEN OR ARE BEING DEVELOPED THROUGH THE NATIONAL SCIENCE FOUNDATION'S SCIENCE TEACHING EQUIPMENT DEVELOPMENT PROGRAM ARE DESCRIBED IN THIS BULLETIN. REPORTS FROM ALL PROJECTS SUPPORTED UP TO MARCH 15, 1963, ARE INCLUDED. ITEMS ARE CLASSIFIED ACCORDING TO DISCIPLINE AND APPROPRIATE INSTRUCTIONAL LEVEL. DESCRIPTIONS OF THE PROJECTS INCLUDE (1) THE DIRECTOR'S NAME, DEPARTMENT, AND INSTITUTION, (2) A BRIEF SUMMARY OF THE PROJECT ACTIVITIES, AND (3) SOURCES OF FURTHER INFORMATION. THIS DOCUMENT IS ALSO AVAILABLE AS NSF 63-15 FROM THE NA-

TIONAL SCIENCE FOUNDATION, OFFICE OF SCIENCE INFORMATION SERVICE, WASHINGTON, D.C. 20560. (AG)

ED 013 761 SE 002 281
HEDGES, WILLIAM D.

TESTING AND EVALUATION OF THE SCIENCES IN THE SECONDARY SCHOOL.
PUB DATE 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *EVALUATION, *SECONDARY SCHOOL SCIENCE, *TEST CONSTRUCTION, *TESTS, BIBLIOGRAPHIES, BIOLOGY, CHEMISTRY, GENERAL SCIENCE, PHYSICS, STUDENT EVALUATION, TAXONOMY OF EDUCATIONAL OBJECTIVES.

WRITTEN PRIMARILY FOR SCIENCE TEACHERS IN SECONDARY SCHOOLS, THIS BOOK DEALS WITH TEST CONSTRUCTION WITH PARTICULAR EMPHASIS ON PLANNING, RULES FOR WRITING TEST ITEMS, AND SUGGESTIONS FOR THE ORGANIZATION OF EXAMINATIONS. PRESENTED ARE SUGGESTIONS FOR DEVELOPING INSTRUMENTS TO TEST FOR (1) VARIOUS KINDS OF KNOWLEDGE, (2) UNDERSTANDING, AND (3) THE ABILITY TO APPLY KNOWLEDGE AND UNDERSTANDING. THE MAJOR TYPES OF TEST ITEMS—ESSAY, MULTIPLE CHOICE, TRUE AND FALSE, MATCHING, AND COMPLETION—ARE CONSIDERED AND THEIR ADVANTAGES AND DISADVANTAGES ARE LISTED. DISCUSSED ARE STATISTICAL CONCEPTS RELATED TO EVALUATION AND METHODS OF SCORING TESTS AND DETERMINING LETTER GRADES. APPENDED ARE (1) A LIST OF MOST COMMERCIALY AVAILABLE STANDARDIZED TESTS, (2) A LIST OF PROFESSIONAL PUBLICATIONS, AND (3) ITEM ANALYSIS TECHNIQUES FOR ANALYZING AND REVISING TEST QUESTIONS. THIS DOCUMENT IS AVAILABLE FROM THE WADSWORTH PUBLISHING COMPANY, INC., 10 DAVIS DRIVE, BELMONT, CALIFORNIA. (AG)

ED 013 762 SE 002 773

TAYLOR, CALVIN W.
THE 1967 UNIVERSITY OF UTAH RESEARCH CONFERENCE ON THE IDENTIFICATION OF CREATIVE SCIENTIFIC TALENT (2D, BRIGHTON, UTAH, AUGUST 17-20, 1967).
PUB DATE 68

EDRS PRICE MF-\$1.00 HC-\$10.72 266P.

DESCRIPTORS *CONFERENCE REPORTS, *CREATIVITY, *LEARNING THEORIES, *RESEARCH REVIEWS (PUBLICATIONS), *SCIENCE EDUCATION, *SCIENTIFIC MANPOWER, ABILITY, CONCEPT MASTERY TEST, CULTURAL FACTORS, ENGINEERING, INTELLIGENCE, INTELLIGENCE FACTORS, INTERESTS, NATIONAL SCIENCE FOUNDATION, OFFICE OF NAVAL RESEARCH, PERSONALITY, PROBLEM SOLVING, SCIENTISTS, STANFORD UNIVERSITY, TALENT IDENTIFICATION, UNIVERSITY OF UTAH, VERBAL ABILITY.

PAPERS PRESENTED AT A 1967 CONFERENCE ON THE IDENTIFICATION OF CREATIVE SCIENTIFIC TALENT ARE INCLUDED IN THIS REPORT. RESEARCH STUDIES AND POSITION PAPERS DEAL WITH THE NATURE, MEASUREMENT, AND ENCOURAGEMENT OF SCIENTIFIC CREATIVITY. STUDIES THAT EXPLORE THE RELATIONSHIP BETWEEN (1) UNDERGRADUATE GRADES AND RESEARCH ABILITY, (2) COMMUNICATIONS SKILLS AND CREATIVE ABILITY, AND (3) PERSONALITY AND ABILITY CHARACTERISTICS AND PRO-

DUCTIVE SCIENTIFIC WORK ARE REPORTED. FACTORS THAT COMPOSE THE "STRUCTURE OF INTELLECT" AND THE DEVELOPMENT AND APPLICATION OF INSTRUMENTS FOR THEIR MEASUREMENT ARE DISCUSSED. CONDITIONS CONDUCTIVE TO CREATIVE PRODUCTIVITY THAT EXIST IN GRADUATE SCIENCE PROGRAMS AND SOCIAL, CULTURAL, AND EDUCATIONAL FACTORS THAT INHIBIT CREATIVITY ARE USED TO ILLUSTRATE THE DEPENDENCE OF CREATIVE ACTIVITY ON ENVIRONMENTAL FACTORS. OTHER PAPERS CONSIDER THE ORIGIN AND DEVELOPMENT OF INTERESTS, THE MEASUREMENT OF PROBLEM-SOLVING ABILITY, PRIMARY AND SECONDARY CREATIVITY, AND TEACHING PROCEDURES THAT ENCOURAGE CREATIVITY. SEVERAL COMMITTEE REPORTS AND AN EXTENSIVE BIBLIOGRAPHY ARE INCLUDED. THIS DOCUMENT IS ALSO AVAILABLE FROM THE UNIVERSITY OF UTAH PRESS, BUILDING 303, SALT LAKE CITY, UTAH 84112. (AG)

ED 013 763 SE 003 112

LOMBARD, JOHN W. OWEN, WILLIAM B.
OBJECTIVES OF SCIENCE EDUCATION, COMPILED AS A GUIDE TO THE DEVELOPMENT OF AN ASSESSMENT PROGRAM IN SCIENCE EDUCATION.
SCIENCE RESEARCH ASSOCIATES INC., CHICAGO, ILL.
PUB DATE DEC 65

EDRS PRICE MF-\$0.25 HC-\$2.20 53P.

DESCRIPTORS *EDUCATIONAL OBJECTIVES, *SCIENCE EDUCATION, *SCIENTIFIC ATTITUDES, *SECONDARY SCHOOL SCIENCE, BIBLIOGRAPHIES, CARNEGIE FOUNDATION, COLLEGE SCIENCE, CURRICULUM EVALUATION, ELEMENTARY SCHOOL SCIENCE, EVALUATION, SCIENTIFIC LITERACY, TAXONOMY OF EDUCATIONAL OBJECTIVES.

THE OBJECTIVES OF SCIENCE EDUCATION CONSIDERED IMPORTANT BY SELECTED PERSONS IN THE UNITED STATES WERE ASCERTAINED. THESE OBJECTIVES WERE USED BY THE EXPLORATORY COMMITTEE ON ASSESSING THE PROGRESS OF EDUCATION TO DEVELOP A PROGRAM TO ASSESS THE EDUCATIONAL ATTAINMENTS OF REPRESENTATIVE NINE, 13, AND 17 YEAR-OLDS AS WELL AS ADULT HIGH SCHOOL GRADUATES. THE OBJECTIVES WERE DERIVED FROM (1) A STUDY OF THE LITERATURE, (2) STATEMENTS OF MEMBERS OF THE COMMITTEE OF CONSULTANTS, AND (3) COMMENTS BY REVIEWERS OF THE PRELIMINARY DRAFT OF OBJECTIVES. THE MAJOR OBJECTIVES, STATED IN TERMS OF STUDENT BEHAVIOR WERE—(1) THEIR ABILITY TO APPLY, IN APPROPRIATE SITUATIONS, THE METHODS, TECHNIQUES, AND RATIONAL PROCESSES ASSOCIATED WITH SCIENTIFIC WORK, (2) THEIR UNDERSTANDING OF THE MAJOR CONCEPTUAL SCHEMES THAT CURRENTLY INTERRELATE, AND FORM THE CORE OF, THE VARIOUS SCIENTIFIC DISCIPLINES, (3) THEIR UNDERSTANDING OF THE POSITION, LIMITATIONS, AND POTENTIAL OF SCIENCE AND ITS APPLICATIONS IN TODAY'S SOCIETY, AND THEIR ATTITUDES TOWARD SCIENTISTS AND THEIR WORK, (4) THEIR INTERESTS IN SCIENCE, WHICH FOR SOME STUDENTS ARE MANIFESTED BY MOVEMENT TOWARD SCIENTIFIC OR TECHNICAL CAREERS, AND WHICH FOR ALL STUDENTS ARE DISPLAYED OUTSIDE FORMAL SCHOOLING BY THEIR CONTINUED LEARNING IN,

AND ATTENTION TO, SCIENTIFIC SUBJECTS, AND (5) THEIR REALIZATION OF SCIENCE AS A HUMAN INTELLECTUAL ACTIVITY. THE STATEMENTS OF THE FIVE MAJOR OBJECTIVES ARE CLASSIFIED ACCORDING TO THE "TAXONOMY OF EDUCATIONAL OBJECTIVES." THE DOCUMENT ALSO CONTAINS (1) LISTS OF THE MEMBERS OF THE CONSULTING AND REVIEWING COMMITTEES, (2) AN EXTENSIVE BIBLIOGRAPHY, AND (3) A CONDENSED VERSION OF THE "TAXONOMY OF EDUCATIONAL OBJECTIVES"—BOTH COGNITIVE AND AFFECTIVE DOMAINS. THIS DOCUMENT IS ALSO AVAILABLE FROM SCIENCE RESEARCH ASSOCIATES, INC., 259 EAST ERIE STREET, CHICAGO, ILLINOIS 60611. (DS)

ED 013 764 SE 003 114

TEACHER'S SOURCEBOOK FOR EXPLORING THE WORLD OF SCIENCE, AN INSTRUCTIONAL PROGRAM FOR THE PRIMARY GRADES USING TELEVISION.
NORTH CAROLINA STATE BOARD OF EDUCATION, RALEIGH

PUB DATE 67

EDRS PRICE MF-\$0.50 HC-\$3.44 84P.

DESCRIPTORS *EDUCATIONAL PROGRAMS, *EDUCATIONAL TELEVISION, *ELEMENTARY SCHOOL SCIENCE, BIOLOGY, EARTH SCIENCE, PHYSICAL SCIENCES, PRIMARY GRADES, TEACHER SOURCEBOOKS, TELEVISION.

THIS SOURCEBOOK FOR ELEMENTARY SCHOOL TEACHERS IS DESIGNED TO PROVIDE ASSISTANCE IN THE UTILIZATION OF SCIENCE PROGRAMS TELECAST OVER A STATE EDUCATIONAL NETWORK, PROVIDING STUDENTS WITH EXPERIENCES WHICH THEY MIGHT NOT OTHERWISE HAVE AND STIMULATING THEM TO ENGAGE IN ACTIVITIES WHICH THEY MIGHT NOT OTHERWISE DO ARE MAJOR OBJECTIVES OF THE PROGRAM. A PREPARATION PROGRAM FOR TEACHERS AND PARENTS PRECEDES EACH WEEKLY CLASSROOM PROGRAM. PREPARATION MATERIALS CONSIST OF (1) AN INTRODUCTION TO THE TOPIC TO BE CONSIDERED, (2) THE ACTUAL PROGRAM WHICH WILL LATER BE SHOWN TO STUDENTS, AND (3) A FOLLOW-UP OF THE LESSON WITH FURTHER DISCUSSION OF ITS CONTENT AND USE. SUBJECTS INCLUDED IN THE 31 WEEKLY PROGRAMS ARE THE NATURE OF SCIENCE, MAN AND HIS ENVIRONMENT, NON-LIVING THINGS, MOTION, ENERGY, THE EARTH AND ITS ATMOSPHERE, AND SPACE. FOR EACH OF THESE MAJOR UNITS INFORMATION ABOUT (1) OBJECTIVES, (2) MAJOR IDEAS, (3) THE TELEVISION PRESENTATION, (4) RELATED ACTIVITIES, (5) STUDENT AND TEACHER REFERENCES, AND (6) EDUCATIONAL FILMS IS PROVIDED. SOURCES OF EDUCATIONAL FILMS AND PHONOGRAPH RECORDS ARE APPENDED. (AG)

ED 013 765 SE 003 238

CORRELL, MALCOLM STRASSENBURG, ARNOLD A.

THE PROCEEDINGS OF THE BOULDER CONFERENCE ON PHYSICS FOR NONSCIENCE MAJORS (BOULDER, COLORADO, JULY 20-29, 1964).

COMMISSION ON COLLEGE PHYSICS, ANN ARBOR, MICH.

PUB DATE 65

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *COLLEGE SCIENCE, *CONFERENCE REPORTS, *CURRICULUM, *PHYSICS, *SCIENCE COURSES, BI-

BIBLIOGRAPHIES, BOULDER, CHEMISTRY, COLORADO, COMMISSION ON COLLEGE PHYSICS, COURSE CONTENT, COURSE ORGANIZATION, EDUCATIONAL PROBLEMS, LABORATORY PROCEDURES, NATIONAL SCIENCE FOUNDATION, NATURAL SCIENCES, PHYSICAL SCIENCES, SCIENCE ACTIVITIES, TEACHING PROCEDURES, UNIVERSITY OF COLORADO,

REPORTED ARE PROCEEDINGS OF THE BOULDER CONFERENCE ON PHYSICS FOR NONSCIENCE MAJORS, SPONSORED BY THE COMMISSION ON COLLEGE PHYSICS. PART I OF THIS REPORT IS AN INTRODUCTION EXPLAINING THE CONFERENCE. PART II CONTAINS EXPANDED COURSE OUTLINES OF PHYSICS COURSES FOR NONSCIENCE MAJORS THAT WERE PRESENTED TO THE GROUP BY SEVEN PARTICIPATING PHYSICISTS. ALSO INCLUDED ARE SUMMARIES OF THE DISCUSSIONS WHICH FOLLOWED EACH PRESENTATION IN WHICH STRENGTHS AND WEAKNESSES WERE PROBED, AND PROBLEMS WERE ISOLATED FOR FUTURE ATTENTION. PART III CONTAINS TWO TYPES OF REPORTS THAT CLIMAXED SMALL GROUP EFFORTS AT COURSE DESIGN--(1) "WORKING PAPERS" THAT REPRESENTED ESSENTIALLY THE WORK OF AN INDIVIDUAL WITHIN THE GROUP, AND (2) GROUP REPORTS THAT REPRESENTED COMBINED EFFORTS. SPECIAL EVENTS OF THE CONFERENCE ARE REPORTED IN PART IV, WHILE PART V CONTAINS SUGGESTIONS FOR FUTURE ACTION. INCLUDED ARE APPENDICES LISTING PARTICIPANTS AND THE SCHEDULE OF EVENTS. THIS DOCUMENT IS AVAILABLE FREE FROM THE COMMISSION ON COLLEGE PHYSICS, UNIVERSITY OF MARYLAND, 4321 HARWICK ROAD, COLLEGE PARK, MARYLAND 20740. (DH)

ED 013 766 SE 003 302

ELLIS, SUSANNE D. MAGUIRE, CLARE-BETH
PHYSICS MANPOWER 1966 - EDUCATION AND EMPLOYMENT STATISTICS.
AMERICAN INST. OF PHYSICS, NEW YORK, N.Y.

REPORT NUMBER AIP-PUB-R-196
PUB DATE NOV 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *COLLEGE SCIENCE, *EMPLOYMENT STATISTICS, *PHYSICS, *SCIENTIFIC MANPOWER, *SCIENTISTS, *SECONDARY SCHOOL SCIENCE, AMERICAN INSTITUTE OF PHYSICS, DROPOUTS, ENROLLMENT, ENROLLMENT TRENDS, GRADUATE STUDY, NATIONAL SCIENCE FOUNDATION, PHYSICAL SCIENCE STUDY COMMITTEE, SALARIES, STATISTICAL DATA, SURVEYS, TEACHERS, UNDERGRADUATE STUDY.

STATISTICAL DATA ARE PROVIDED ON THE EDUCATION AND EMPLOYMENT OF PHYSICISTS AND ON THE SOURCES FOR PHYSICISTS IN THE UNITED STATES. DATA CONCERNING PHYSICS EDUCATION IS ANALYZED FOR (1) HIGH SCHOOL PHYSICS, (2) UNDERGRADUATE PHYSICS, (3) GRADUATE PHYSICS, (4) COLLEGES AND UNIVERSITIES, AND (5) TEACHING FACULTIES. INFORMATION PRESENTED INCLUDES ENROLLMENTS, ENROLLMENT PROJECTIONS, DROPOUT DATA, DEGREES GRANTED, LOCATION AND CLASSIFICATION OF INSTITUTIONS, AND SELECTED DATA REGARDING TEACHER EMPLOYMENT AND CHARACTERISTICS. EMPLOYMENT DATA FOR PHYSICISTS INCLUDE INFORMATION CONCERNING (1) INITIAL EMPLOYMENT, (2) EMPLOYMENT

TRENDS, AND (3) EMPLOYMENT OF PHYSICISTS IN 1964. DATA ON FOREIGN SOURCES OF PHYSICS MANPOWER INCLUDES INFORMATION CONCERNING STUDENTS, IMMIGRANTS, AND EXCHANGE VISITORS. THE APPENDICES INCLUDE METHODS OF DETERMINING PROJECTIONS, CORRECTION FACTORS USED WITH SURVEY DATA ON ENROLLMENTS AND DEGREES GRANTED, AND SALARY DATA. EXTENSIVE USE IS MADE OF TABLES AND GRAPHS TO PRESENT DATA. THIS DOCUMENT IS AVAILABLE AS NO. R-196 FOR \$2.50 FROM THE AMERICAN INSTITUTE OF PHYSICS, 335 EAST 45 STREET NEW YORK, NEW YORK 10017. (DH)

ED 013 767 SE 003 422

TAYLOR, CLAVIN W. BARRON, FRANK
SCIENTIFIC CREATIVITY - ITS RECOGNITION AND DEVELOPMENT.

PUB DATE 63

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *CREATIVITY, *LEARNING THEORIES, *Talent IDENTIFICATION, BIBLIOGRAPHIES, CONFERENCE REPORTS, EDUCATIONAL RESEARCH, NATURAL SCIENCES, TALENT DEVELOPMENT, UNIVERSITY OF UTAH.

SELECTED RESEARCH PAPERS FROM THREE CONFERENCES ON THE RECOGNITION AND DEVELOPMENT OF SCIENTIFIC CREATIVITY ARE CONTAINED IN THIS BOOK. THE CONFERENCES WERE HELD IN 1955, 1957, AND 1959 AND WERE SUPPORTED BY THE NATIONAL SCIENCE FOUNDATION. CRITERIA USED IN SELECTING PAPERS FOR INCLUSION WERE (1) NON-TECHNICAL NATURE AND GENERAL READABILITY, (2) UNAVAILABILITY ELSEWHERE IN THE LITERATURE, AND (3) GENERAL INTEREST AND VALUE OF RESEARCH FINDINGS. MAJOR SECTIONS OF THE BOOK DEAL WITH (1) CRITERIA FOR THE IDENTIFICATION OF SCIENTIFIC TALENT (2) INTELLECTUAL, PERSONALITY, AND MOTIVATIONAL CHARACTERISTICS OF CREATIVE INDIVIDUALS (3) THE EFFECT OF ENVIRONMENTAL CONDITIONS ON CREATIVITY AND (4) THE THEORETICAL ANALYSIS OF THE CREATIVE PROCESS. A CONCLUDING SECTION IS DEVOTED TO THE IDENTIFICATION OF OUTSTANDING PROBLEMS AND RECOMMENDATIONS FOR POSSIBLE APPROACHES TO RESEARCH LEADING TO THEIR SOLUTION. A COMPREHENSIVE BIBLIOGRAPHY IS INCLUDED. THIS DOCUMENT IS AVAILABLE FOR \$2.65 FROM JOHN WILEY AND SONS, 605 THIRD AVENUE, NEW YORK, NEW YORK 10016. (AG)

ED 013 768 SP 000 061

COOPERATION IN STUDENT TEACHING.

AMERICAN ASSN. OF SCHOOL ADMINISTRATORS

REPORT NUMBER CIRC-4-1964

NATIONAL EDUCATION ASSN., WASHINGTON, D.C.

PUB DATE MAY 64

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *COOPERATIVE PROGRAMS, *PUBLIC SCHOOL SYSTEMS, *STUDENT TEACHING, *SUPERVISORS, *TEACHERS, FINANCIAL POLICY, GRADING, INSERVICE TEACHER EDUCATION, ORIENTATION, QUESTIONNAIRES, TABLES (DATA), TEACHER SALARIES.

TO SURVEY SCHOOL SYSTEM PRACTICES REGARDING STUDENT TEACHERS, A QUESTIONNAIRE WAS SENT TO 402

SCHOOL SYSTEMS ENROLLING 12,000 OR MORE PUPILS. USABLE REPLIES WERE RECEIVED FROM 266 (66 PERCENT) OF THE SYSTEMS, AND REPLIES ARE RECORDED IN TABLES, WITH SAMPLE STATEMENTS, EVALUATION SHEETS, AND LISTS OF STUDENT TEACHING GUIDES AND HANDBOOKS INCLUDED IN AN APPENDIX. DEFINITIONS OF STUDENT TEACHING AND COOPERATING TEACHER ARE OFFERED, AS WELL AS DISCUSSIONS OF INSERVICE TRAINING, SUPERVISORY LOAD, GRADING THE STUDENT TEACHER, TEACHER COMPENSATION, STUDENT TEACHER ORIENTATION, AND FINANCIAL ARRANGEMENTS. GENERAL OBSERVATIONS ARE THAT (1) MOST OF THE PUBLIC SCHOOL SYSTEMS WITH 12,000 OR MORE ENROLLMENT ARE ENGAGED IN TRAINING LARGE NUMBERS OF PROSPECTIVE TEACHERS, AND (2) THERE IS LITTLE UNIFORMITY IN THIS ENTERPRISE. DOCUMENT AVAILABLE FROM PUBLISHER. (AF)

ED 013 769 SP 000 331

PROVISIONS FOR POTENTIAL DROPOUTS THROUGH IN-SERVICE EDUCATION FOR TEACHERS.

CHICAGO PUBLIC SCHOOLS, ILL.

PUB DATE MAY 64

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *CURRICULUM DEVELOPMENT, *DROPOUT PREVENTION, *INSERVICE TEACHER EDUCATION, *TEACHER IMPROVEMENT, *TEACHER ORIENTATION, COMMUNITY ORGANIZATIONS, DOOLITTLE PROJECT, DROPOUT RESEARCH, IMPACT (PROGRAM TO IMPROVE ATTENDANCE AND CURTAIL TRUANCY), POTENTIAL DROPOUTS, STAFF MEETINGS.

THIS REPORT BY A CITYWIDE COMMITTEE DESCRIBES EXISTING PROGRAMS FOR POTENTIAL SCHOOL DROPOUTS AND RECOMMENDATIONS FOR EXPANSION AND IMPROVEMENT. AMONG THE EXISTING PROVISIONS ARE (1) REGULAR INSERVICE SESSIONS FOR TEACHERS IN AREAS WHERE THE DROPOUT RATE IS HIGH, (2) PERIODIC FACULTY MEETINGS, (3) A FACULTY COMMITTEE TO GIVE SOME DIRECTION IN PROVIDING MOTIVATING LEARNING PROJECTS, (4) INDIVIDUAL ASSISTANCE TO FACULTY MEMBERS HAVING PARTICULAR DIFFICULTIES, (5) FAMILY DISCUSSIONS. AT THE DISTRICT LEVEL, THERE IS (6) A SPECIAL ORIENTATION DAY FOR NEW TEACHERS PRIOR TO THE OPENING OF THE SCHOOL TERM. ON THE SYSTEMWIDE LEVEL (7) THE BUREAU OF HUMAN RELATIONS PROVIDES INSERVICE COURSES IN HUMAN RELATIONS PROBLEMS. AMONG THE RECOMMENDATIONS FOR EXPANSION AND IMPROVEMENT ARE (A) EMPLOYMENT OF NONPROFESSIONAL STAFF AS TEACHERS' AIDES, LUNCHROOM SUPERVISORS, AUDIO-VISUAL HELPERS, CLERICAL ASSISTANTS, ETC. AND (B) PROVISION OF INCREASED TIME FOR INSERVICE EDUCATION OF TEACHERS ON A REGULAR BASIS. ADDITIONAL RECOMMENDATIONS INCLUDE--(1) TEACHERS SHOULD VISIT THE PUPILS' HOMES AFTER SCHOOL HOURS TO IMPROVE THE HOME-SCHOOL RELATIONSHIP, (2) PARENTS OF PREKINDERGARTEN AND KINDERGARTEN PUPILS SHOULD BE URGED TO ENCOURAGE THEIR CHILDREN TO DO WELL IN SCHOOL, AND (3) COUNSELING SERVICES SHOULD BE MADE AVAILABLE TO ALL AGE GROUPS, ESPECIALLY THE 14-16 YEAR GROUP. DOCUMENT AVAILABLE FROM PUBLISHER. (LC)

ED 013 770

SP 000 379

TEACHER EDUCATION PROJECT-FOLLOW-UP OF SELECTED PRACTICES.

PUB DATE 63

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *INSERVICE PROGRAMS, *STUDENT TEACHING, *TEACHER EDUCATION, *TEACHER RECRUITMENT, *URBAN SCHOOLS, COLLEGES, COOPERATIVE PROGRAMS, GREAT CITIES PROGRAM, SCHOOL ADMINISTRATION, SURVEYS, UNIVERSITIES.

THIS FOLLOW-UP OF AN EARLIER STUDY OF TEACHER EDUCATION PRACTICES (SEE SP 000 347) SOLICITED MORE DETAILED INFORMATION ABOUT THESE PRACTICES THAN HAD BEEN REPORTED IN THE EARLIER STUDY. SPECIFIC PRACTICES UNDER FIVE MAJOR TOPICAL AREAS WERE DISTRIBUTED, VARIOUSLY, AMONG "GREAT CITIES" RESPONDENTS. CONCERNING (1) TEACHER RECRUITMENT, PRESERVICE PROGRAMS TO ACQUAINT STUDENTS WITH URBAN TEACHING PROBLEMS AND EVENTS HONORING TEACHERS WERE REPORTED. CONCERNING (2) PREPARATION FOR STUDENT TEACHING, SOCIOLOGY COURSES AND THE EMPLOYMENT OF COLLEGE STUDENTS AS SCHOOL ASSISTANTS WERE MENTIONED. UNDER (3) INSERVICE PRACTICES, TEACHER AIDES, A READING CENTER, AND SPECIAL PROGRAMS SUCH AS STEP (SCHOOL TO EMPLOYMENT PROGRAM) WERE IN EFFECT. FOR (4) INSERVICE PRACTICES FOR HELPING ADMINISTRATORS TO DEAL MORE EFFECTIVELY WITH TEACHING PROBLEMS, EXTRA STAFF AND SUPPLIES FOR DIFFICULT SCHOOLS AND THE ESTABLISHMENT OF JOINT CITY-COLLEGE ADVISORY COUNCILS WERE MENTIONED. CONCERNING (5) CLOSER SCHOOL SYSTEM-UNIVERSITY COOPERATION, PRACTICES REPORTED WERE A 5-YEAR WORK EXPERIENCE PROGRAM, SHARING OF PERSONNEL COSTS, ESTABLISHMENT OF AN EDUCATIONAL CONTINUUM FROM KINDERGARTEN THROUGH COLLEGE, AND A VARIETY OF IN- AND PRESERVICE PROGRAMS. DOCUMENT AVAILABLE FROM PUBLISHER, 228 NORTH LASALLE ST., CHICAGO. (LC)

ED 013 771

SP 000 657

FURNO, ORLANDO F. AND OTHERS
RESEARCH DESIGN FOR EVALUATING PROJECT MISSION.

BALTIMORE CITY PUBLIC SCHOOLS, MD.

PUB DATE JUL 66

EDRS PRICE MF-\$0.50 HC-\$4.50 118P.

DESCRIPTORS *RESEARCH PROJECTS, *RESEARCH PROPOSALS, ACADEMIC ACHIEVEMENT, BACKGROUND, CURRICULUM EVALUATION, DISADVANTAGED YOUTH, ENVIRONMENTAL INFLUENCES, INNER CITY, PROJECT MISSION, STUDENT TEACHING, TEACHER CHARACTERISTICS, TEACHER EDUCATION, TEACHER INTERNS, TEACHING ASSIGNMENT, URBAN EDUCATION.

THIS REPORT OUTLINES DESIGNS FOR 8 POSSIBLE RESEARCH STUDIES WHICH COULD BE UNDERTAKEN WITH REGARD TO PROJECT MISSION, A PROGRAM TO PREPARE TEACHERS FOR ASSIGNMENT TO INNER CITY SCHOOLS. THEY ARE (1) A STUDY OF ATTRITION RATES OF STUDENT-INTER-TEACHER ENROLLEES IN TRAINING IN PROJECT MISSION, (2) TEACHER CHARACTERISTICS OF PROJECT MISSION INTERNS WHO GRADUATE AND ACCEPT PROJECT MISSION POSITIONS, (3) THE CLIMATE OF LEARNING IN

PROJECT MISSION CLASSES, (4) ENVIRONMENTAL CHARACTERISTICS AND BACKGROUND EXPERIENCES OF PROJECT MISSION CHILDREN, (5) RESEARCH ON CHILDREN'S WORD ASSOCIATIONS, (6) DEVELOPMENT OF PROJECT MISSION INTERNS IN WORKING WITH INNER-CITY STUDENTS, (7) THE EFFECTS OF PROJECT MISSION ON STUDENT'S ACADEMIC ACHIEVEMENT AND STUDY SKILLS, AND (8) AN EVALUATION OF PROJECT MISSION'S CURRICULUM. APPENDICES CONTAINING EXAMPLES OF (A) PERSONAL HISTORY AND EXPERIENCE INVENTORIES, (B) INTERNSHIP EVALUATION FORMS, (C) WORDS LISTS FOR RESEARCH STUDY NUMBER 5, AND (D) TRAINING TECHNIQUES INVENTORIES ARE ALSO INCLUDED. (AW)

ED 013 772

SP 000 758

TEACHERS-THEIR ORGANIZATIONS AND ASPIRATIONS.

EDUCATIONAL SERVICE BUREAU INC., ARLINGTON, VA.

PUB DATE 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *OBJECTIVES, *PROFESSIONAL ASSOCIATIONS, *TEACHERS, *TEACHING CONDITIONS, *UNIONS, ADMINISTRATIVE PERSONNEL, COLLECTIVE NEGOTIATIONS, SALARIES, SUPERVISORS.

THIS REVIEW OF NEW DEVELOPMENTS IN THE FIELD OF TEACHER ORGANIZATIONAL ACTIVITY IS DESIGNED TO INFORM SCHOOL DISTRICT LEADERS OF FACTORS AFFECTING RELATIONSHIPS WITH TEACHING STAFFS. RECENT ACTIVITIES OF VARIOUS TEACHERS' ORGANIZATIONS (PARTICULARLY THOSE OF THE NATIONAL EDUCATION ASSOCIATION AND THE AMERICAN FEDERATION OF TEACHERS) ON BEHALF OF SALARIES, FRINGE BENEFITS, AND WORKING CONDITIONS ARE DOCUMENTED. INTER- AND INTRA-ORGANIZATION RIVALRIES FOR RECOGNITION AND BARGAINING STATUS AND THE EFFORTS OF PHI DELTA KAPPA TOWARD A MERGER OF TEACHERS' ORGANIZATIONS ARE POINTED OUT. THE "RITUALISTIC" FOCUS BY TEACHERS' ORGANIZATIONS ON SMALLER CLASSES AND HIGHER SALARIES AND THE RESISTANCE OF TEACHERS TO EDUCATIONAL CHANGES IS MENTIONED. AS A BARGAINING POINT, SCHOOL DISTRICT LEADERS ARE ADVISED TO "DEMAND" TEACHER SUPPORT FOR EDUCATIONAL CHANGES AND NOT TO YIELD ADMINISTRATIVE AND DECISION-MAKING PREROGATIVES. DOCUMENT AVAILABLE FROM PUBLISHER, 2201 WILSON BLVD., ARLINGTON, VA. (RP)

ED 013 773

SP 000 827

MACLEOD, ROBERT N.

PERSISTENCE IN TEACHING AMONG MALE SPECIAL AREA GRADUATES IN EDUCATION.

PUB DATE 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *MALES, *TEACHER PERSISTENCE.

ANALYSIS OF PERSISTENCE IN TEACHING IN RELATION TO (1) SIZE AND TYPE OF HIGH SCHOOL, (2) SIZE OF COMMUNITY, (3) AGE AT COLLEGE GRADUATION, (4) HIGH SCHOOL RANK, (5) THREE GRADE POINT AVERAGES, (6) PROBATIONARY HISTORY, AND (7) TEST BATTERY SCORES (ACE, COOPERATIVE ENGLISH EXAMINA-

TION, MILLER ANALOGIES, COOPERATIVE READING TEST, AND THE MTAI) WAS BASED ON RESPONSES FROM 126 OF 174 MALE UNIVERSITY OF MINNESOTA GRADUATES IN ART, BUSINESS, MUSIC, INDUSTRIAL, AND PHYSICAL EDUCATION, 101 OF WHOM WERE STILL TEACHING FIVE YEARS AFTER GRADUATION. RESPONDENTS WERE FOUND TO BE LOWER THAN THE NORM GROUPS ON SELECTED PSYCHOMETRIC AND ACADEMIC VARIABLES, ALTHOUGH PERSISTENTS AND NONPERSISTENTS DID NOT DIFFER SIGNIFICANTLY. PHYSICAL EDUCATION GRADUATES WERE LOWER THAN OTHER SPECIAL AREA GRADUATES IN HIGH SCHOOL RANK, TEST SCORES, AND GRADE POINT AVERAGES. ON SOME MEASURES OF COLLEGE ACHIEVEMENT, ART AND INDUSTRIAL EDUCATION PERSISTENTS DIFFERED FROM NONPERSISTENTS. MULTIPLE REGRESSION ANALYSIS SHOWED THAT THE INDEPENDENT VARIABLES INVESTIGATED HERE HAD LITTLE PREDICTIVE VALUE FOR PERSISTENCE. THIS ARTICLE IS PUBLISHED IN "AAHPER ABSTRACTS OF RESEARCH PAPERS," 1966, P. 59. (HA)

ED 013 774

SP 000 842

PROFESSIONAL NEGOTIATION WITH SCHOOL BOARDS.

NATIONAL EDUCATION ASSN., WASHINGTON, D.C.

REPORT NUMBER 1965-R3

PUB DATE MAR 65

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *BOARDS OF EDUCATION, *PROFESSIONAL ASSOCIATIONS, *SCHOOL PERSONNEL, *STATE LEGISLATION, ADMINISTRATIVE PERSONNEL, COLLECTIVE NEGOTIATIONS, CONTRACT SALARIES, GLOSSARIES, SUPERVISORS, TEACHERS, TEACHING CONDITIONS, UNIONS.

THIS REPORT DESCRIBES WHAT IS NOW BEING DONE AND WHAT MIGHT BE DONE IN PROFESSIONAL NEGOTIATION BETWEEN TEACHERS AND SCHOOL BOARDS. COMMON PRACTICES OF INDUSTRY ARE COMPARED WITH THOSE OF PUBLIC SCHOOLS AND ALTERNATIVES ARE SUGGESTED. A DIGEST OF "MOST" STATE AND FEDERAL LAWS, COURT DECISIONS, AND OPINIONS OF ATTORNEYS GENERALLY NOW APPLICABLE IS INCLUDED. A GLOSSARY IS APPENDED. DOCUMENT AVAILABLE FROM PUBLISHER. (RP)

ED 013 775

SP 000 940

METZNER, SEYMOUR

AN EMPIRICAL CRITERION VALIDATION STUDY ON SOME PSYCHOLOGICAL INVENTORY FINDINGS RELATED TO ELEMENTARY SCHOOL TEACHERS.

PUB DATE FEB 67

EDRS PRICE MF-\$0.25 HC-\$0.40 8P.

DESCRIPTORS *ELEMENTARY EDUCATION, *OCCUPATIONAL CHOICE, *PERSONALITY STUDIES, *TEACHER ATTITUDES, *TEACHER CHARACTERISTICS, ALLPORT VERNON LINDZEY STUDY OF VALUES, BIBLIOGRAPHIES, EDWARDS PERSONAL PREFERENCE SCHEDULE, PSYCHOLOGICAL NEEDS, PSYCHOLOGICAL TESTS, VALUES.

THE FINDINGS OF 84 STUDIES OF TEACHER BEHAVIOR, ATTITUDES, AND PERSONALITY WERE CORRELATED WITH THEORETICAL MODELS DERIVED FROM THE EDWARDS PERSONAL PREFERENCE

SCHEDULE AND THE ALLPORT-VERNON-LINDZEY STUDY OF VALUES. IT WAS CONCLUDED THAT (1) AN OCCUPATIONAL PRESS SEEMS MOST EVIDENT ON THE EPPS SCALES RELATING TO HETEROSEXUALITY, AUTONOMY, ENDURANCE, ORDER, AND DEFERENCE, (2) SCORES ON OTHER SCALES AND THE STUDY OF VALUES SHOWED THAT BEING A WOMAN AND IN A PARTICULAR COLLEGE IS MORE IMPORTANT IN SCORE DETERMINATION THAN BEING AN EDUCATION MAJOR, (3) INVESTIGATORS OF COLLEGE-STUDENT CHARACTERISTICS SHOULD BE AWARE THAT A SPECIFIC COLLEGE HAS A SPECIFIC STUDENT TYPE WHICH WILL INFLUENCE THE FINDINGS, (4) IT IS POSSIBLE AND PROFITABLE TO SECURE MEASURES OF OVERT ACTIONS AS VALIDITY CRITERIA FOR PAPER-AND-PENCIL PERSONALITY MEASURES, (5) THE EPPS AND THE STUDY OF VALUES FORM A THEORETICAL PICTURE OF ELEMENTARY SCHOOL TEACHERS WHICH, WITH A FEW EXCEPTIONS, IS CONSISTENT WITH THEIR OPERATIONAL ATTITUDES AND BEHAVIOR PATTERNS. (RP)

ED 013 776

SP 000 989

AMIDON, EDMUND
INTERACTION ANALYSIS-RECENT DEVELOPMENTS.

PUB DATE FEB 66

EDRS PRICE MF-\$0.25 HC-\$0.48 10P.

DESCRIPTORS *CLASSROOM TECHNIQUES, *FEEDBACK, *INTERACTION PROCESS ANALYSIS, *TEACHER EDUCATION, *VERBAL COMMUNICATION, BIBLIOGRAPHIES, EFFECTIVE TEACHING, EVALUATION, QUESTIONNAIRES, RESEARCH, STUDENT TEACHING, TEACHER ATTITUDES, TEACHER SUPERVISION,

MODIFICATION OF FLANDERS' INTERACTION ANALYSIS IS PROPOSED TO ENCOMPASS SOME FEATURES OF RELATED SYSTEMS AND TO PROVIDE A SPECIFIC FEEDBACK TOOL FOR ANALYZING ONE'S OWN TEACHING, FORMULATING QUESTIONS, OBSERVING TEACHING PATTERNS, DIAGNOSING TEACHING PROBLEMS, AND FOR ROLE-PLAYING IN THE COLLEGE CLASSROOM. FLANDERS' 10 CATEGORIES ARE DIVIDED INTO 24 UNDER "TEACHER TALK-INDIRECT INFLUENCE." THERE ARE (1) ACCEPTS FEELING, (2A) PRAISES, (2B) PRAISES USING PUBLIC CRITERIA, (2C) PRAISES USING PRIVATE CRITERIA. THIRD, "ACCEPTS IDEAS" THROUGH (3A) DESCRIPTION, (3B) INFERENCE, (3C) GENERALIZATION. FOURTH, ASKS (4A) COGNITIVE MEMORY QUESTION, (4B) EVALUATIVE QUESTION. UNDER "TEACHER TALK-DIRECT INFLUENCE," THE CATEGORIES ARE (5) LECTURING, (6) GIVING DIRECTIONS, (7A) CRITICIZES, (7B) CRITICIZES USING PUBLIC CRITERIA, (7C) CRITICIZES USING PRIVATE CRITERIA. UNDER "STUDENT TALK," "PUPIL RESPONSE" IS CATEGORIZED AS (8A) DESCRIPTION, (8B) INFERENCE, (8C) GENERALIZATION. "PUPIL INITIATION" IS CHARACTERIZED AS (9A) DESCRIPTION, (9B) INFERENCE, (9C) GENERALIZATION. FINALLY, THERE ARE (10) SILENCE, AND (11) CONFUSION. FLANDERS' ORIGINAL CATEGORIES 1, 5 AND 6 AND THE SCORING PROCEDURES ARE UNCHANGED. THE NUMBERS OF THE CATEGORIES CHARACTERIZING ONGOING CLASSROOM INTERACTION ARE RECORDED IN A COLUMN, AND SUCCESSIVE NUMBER PAIRINGS ARE ENTERED IN A 24 BY 24 MATRIX. (LC)

ED 013 777

SP 001 063

RIESSMAN, FRANK

IT'S TIME FOR A MOON-SHOT IN EDUCATION.

PUB DATE OCT 65

EDRS PRICE MF-\$0.25 HC-\$0.72 16P.

DESCRIPTORS *DISADVANTAGED YOUTH, *INNOVATION, *TEACHER AIDES, *TEACHING TECHNIQUES, *VERBAL DEVELOPMENT, *HYPOTHESIS, *INSERVICE TEACHER EDUCATION, *LEARNING PROCESSES, *PARENT SCHOOL RELATIONSHIP, *ROLE PLAYING,

AMONG A NUMBER OF SPECIFIC TECHNIQUES FOR TEACHING THE DISADVANTAGED ARE (1) THE DIALECT GAME, IN WHICH THE CHILD'S SLANG, "HIP" TALK OR MISPRONUNCIATION IS USED AS THE BASIS FOR LEARNING MORE CONVENTIONAL TERMINOLOGY OR FOR CONVEYING MEANINGS TO HIM WHICH HE OTHERWISE WOULD NOT GRASP, (2) THE HELPER PRINCIPLE (6TH-GRADERS CAN BE HELPFUL IN TEACHING YOUNGER CHILDREN AND CAN BENEFIT THEMSELVES FROM PLAYING THE TEACHER ROLE), (3) ROLE PLAYING (ACTING OUT WORDS OR HISTORICAL EVENTS OR ECONOMIC TRANS-ACTIONS). (LC)

ED 013 778

SP 001 202

CONCEPTS, STRATEGIES, AND PRIORITIES FOR RESEARCH IN EDUCATIONAL MANPOWER, A SYMPOSIUM ON EDUCATIONAL MANPOWER. FINAL REPORT.

NATIONAL EDUCATION ASSN., WASHINGTON, D.C.

REPORT NUMBER BR-7-8207

PUB DATE JUN 67

GRANT OEG-2-7-078207-1606

EDRS PRICE MF-\$0.50 HC-\$2.92 71P.

DESCRIPTORS *CAREER CHOICE, *EDUCATIONAL RESEARCH, *SCHOOL PERSONNEL, *TEACHER RECRUITMENT, *TEACHER SUPPLY AND DEMAND, *AUXILIARY LABORERS, BIBLIOGRAPHIES, INNOVATION, MANPOWER UTILIZATION, NATIONAL COMMISSION ON TEACHER EDUCATION AND PROFESSIONAL STANDARDS, TABLES (DATA), TEACHER AIDES, TEACHER PLACEMENT, TEACHER ROLE,

IN COOPERATION WITH THE BUREAU OF RESEARCH OF THE U.S. OFFICE OF EDUCATION, THE NATIONAL COMMISSION ON TEACHER EDUCATION AND PROFESSIONAL STANDARDS OF THE NATIONAL EDUCATION ASSOCIATION ORGANIZED A SYMPOSIUM ON EDUCATIONAL MANPOWER, WHICH WAS HELD IN WASHINGTON, D.C. ON JANUARY 25 AND 26, 1967. THE PURPOSE WAS TO CLARIFY CONCEPTS AND ESTABLISH PRIORITIES FOR RESEARCH IN EDUCATIONAL MANPOWER BY BRINGING TOGETHER QUALIFIED MEN FOR INTENSIVE DISCUSSION. THE PARTICIPANTS WERE FRANCIS KEPPEL, GENERAL LEARNING CORPORATION, CHAIRMAN, GEORGE W. DENENMARK, DEAN, SCHOOL OF EDUCATION, UNIVERSITY OF WISCONSIN-MILWAUKEE, JOHN K. FOLGER, DIRECTOR, COMMISSION ON HUMAN RESOURCES AND ADVANCED EDUCATION, NATIONAL ACADEMY OF SCIENCE, LLOYD MICHAEL, SUPERINTENDENT, EVANSTON TOWNSHIP HIGH SCHOOL, EVANSTON, ILLINOIS, ARTHUR PEARL, PROFESSOR OF EDUCATION, UNIVERSITY OF OREGON, JOSEPH YOUNG, ASSISTANT DEAN, HARVARD UNIVERSITY GRADUATE SCHOOL OF EDUCATION. THEY DISCUSSED POSSIBILITIES FOR RESEARCH AND SUGGESTED A STRATEGY AND SOME PRIORITIES. FOLLOWING THE

DISCUSSION, SOME PARTICIPANTS WROTE PAPERS ELABORATING ON THE SUBJECT. AFTER CONSIDERATION OF THE DISCUSSION AND THE PAPERS, THE COMMISSION RECOMMENDED THAT PRIORITY IN EDUCATIONAL MANPOWER RESEARCH SHOULD GO TO STUDIES OF ROLE DEFINITION AND AUXILIARY STAFF, TO RECRUITMENT AND CAREER CHOICE, AND TO STUDY OF THE TEACHER RESERVE. IT EMPHASIZED THE IMPORTANCE OF IMAGINATIVE AND UNCONVENTIONAL PROJECTS DESIGNED TO YIELD RESULTS OF SUBSTANTIAL VALUE.

ED 013 779

SP 001 216

WRIGHT, BENJAMIN D. TUSKA, SHIRLEY A.

THE CHILDHOOD ROMANCE THEORY OF TEACHER DEVELOPMENT.

PUB DATE 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *PARENT ROLE, *PERSONALITY STUDIES, *TEACHER EDUCATION, *TEACHING STYLES, *WOMEN TEACHERS, BIBLIOGRAPHIES, EDUCATION MAJORS, ELEMENTARY SCHOOL TEACHERS, FATHERS, LIBERAL ARTS MAJORS, MOTHERS, PARENT ATTITUDES, PARENT CHILD RELATIONSHIP, SECONDARY SCHOOL TEACHERS, SELF CONCEPT,

EXPLORATION OF PERSONALITY ORIENTATIONS ASSOCIATED WITH THE GRADE LEVEL AT WHICH THE PROSPECTIVE TEACHER INTENDS TO TEACH INQUIRED INTO CHILDHOOD RECOLLECTIONS. 508 WOMEN ENROLLED IN 12 TEACHER TRAINING PROGRAMS COMPLETED A LOCALLY DEVELOPED SEMANTIC DIFFERENTIAL QUESTIONNAIRE. THOSE INTENDING TO TEACH AT LOWER SCHOOL LEVELS IDENTIFIED WITH THEIR FATHERS, PERCEIVED MOTHER AS AN ENVIED (BUT NOT FEARED) RIVAL, AND TEACHER AS BOTH RIVAL AND ENEMY. THOSE INTENDING TO TEACH AT SECONDARY SCHOOL LEVEL IDENTIFIED POSITIVELY WITH THEIR MOTHERS, AND PERCEIVED TEACHER AS THE BELOVED HERO TO EMULATE. FATHER WAS PERCEIVED AS ENEMY RIVAL. "TO HAVE" AND "TO BE" ARE DISCUSSED AS THE TWO BASIC ORIENTATIONS TO LIFE THAT HAVE IMPLICATIONS FOR TEACHER PLACEMENT. "TO HAVE" INVOLVES UNDERSTANDING AND PARTICIPATING TEACHER BEHAVIORS WHILE "TO BE" INVOLVES RESOURCEFULNESS AND INDEPENDENCE BEHAVIORS. IT IS SUGGESTED THAT ELEMENTARY TEACHERS DOMINATED BY A "TO HAVE" ORIENTATION WOULD BENEFIT FROM A GREATER "TO BE" ORIENTATION, WHILE THE REVERSE IS TRUE OF SECONDARY TEACHERS. THIS DOCUMENT APPEARED IN "THE SCHOOL REVIEW," SUMMER 1967, 75, 123-164. (RP)

ED 013 780

24

SP 001 226

ARNEST, BERNARD TRISSEL, JAMES N. THE COLORADO COLLEGE CONFERENCE ON ADVANCED PLACEMENT IN ART.

COLORADO COLL., COLORADO SPRINGS

REPORT NUMBER BR-4-8328

PUB DATE 66

EDRS PRICE MF-\$0.25 HC-\$0.88 20P.

DESCRIPTORS *ADVANCED PLACEMENT, *ART EDUCATION, *CONFERENCES, ADVANCED STUDENTS, ART ACTIVITIES, COLLEGE HIGH SCHOOL COOPERATION, COLLEGE INSTRUCTION, CURRICULUM

DEVELOPMENT, CURRICULUM, PLANNING, EDUCATIONAL PROGRAMS, SECONDARY EDUCATION,

THE THREE-DAY CONFERENCE MET TO DISCUSS THE POSSIBILITY OF APPLYING THE CONCEPT OF ADVANCED PLACEMENT TO ART, AND TO CONSIDER SUCH TOPICS AS (1) THE NATURE OF SECONDARY SCHOOL ART PROGRAMS, (2) BASIC ART COURSES IN COLLEGES AND UNIVERSITIES, (3) EXISTING CORRELATIONS BETWEEN SECONDARY SCHOOL AND COLLEGE ART HISTORY PROGRAMS, AND (4) EXISTING CORRELATIONS BETWEEN SECONDARY SCHOOL AND COLLEGE STUDIO ART PROGRAMS. IT WAS CONCLUDED THAT (A) ART IN THE SECONDARY SCHOOLS IS TOO FREQUENTLY CONSIDERED A MANUAL ART AND THUS IS NOT GIVEN TO SUPERIOR STUDENTS, (B) ATTENTION MUST BE PAID TO THE DISRUPTIVE SPLIT WHICH OFTEN OCCURS AT THE UNIVERSITY LEVEL BETWEEN BASIC STUDIO PROGRAMS AND INTRODUCTION TO ART HISTORY COURSES, (C) THERE ARE ALMOST NO ART HISTORY PROGRAMS IN THE SECONDARY SCHOOL, A FACT WHICH COULD BE CHANGED BY ADVANCED PLACEMENT, AND (D) A CORRELATION COULD BE ESTABLISHED BETWEEN SECONDARY SCHOOL AND INTRODUCTORY COLLEGE STUDIO ART PROGRAMS. IT IS RECOMMENDED THAT (1) APPROPRIATE ACTIVITIES BE PLANNED TO DEVELOP ADVANCED PLACEMENT COURSE DESCRIPTIONS AND EXAMINATIONS, (2) A NATIONAL ADVISORY COUNCIL BE FORMED FROM THE PARTICIPATING AGENCIES AND INSTITUTIONS, AND (3) MORE INFORMATION BE SECURED ABOUT SECONDARY SCHOOL, COLLEGE, AND UNIVERSITY FOUNDATION ART PROGRAMS. (AW)

ED 013 781

SP 001 240

MILLER, THOMAS E.

EDUCATIONAL MEDIA IN INSTRUCTIONAL SYSTEMS DEVELOPMENT AT THE OHIO STATE UNIVERSITY.

OHIO STATE UNIV., COLUMBUS, RESEARCH FOUNDATION

REPORT NUMBER BR-6-1078

PUB DATE JUN 67

CONTRACT OEC-3-6-05178-0605

EDRS PRICE MF-00.50 HC-\$3.12 76P.

DESCRIPTORS *CURRICULUM DEVELOPMENT, *INSTRUCTIONAL INNOVATION, *MEDIA RESEARCH, BIBLIOGRAPHIES, CURRICULUM PLANNING, EDUCATIONAL CHANGE, EDUCATIONAL EXPERIMENTS, EDUCATIONAL METHODS, EVALUATION, LITERATURE REVIEWS, MODELS, OHIO STATE UNIVERSITY, SYSTEMS ANALYSIS,

TO ELIMINATE THE PROBLEMS ARISING FROM THE ACQUISITION OF INAPPROPRIATE MEDIA MATERIALS AND EQUIPMENT, AN INSTRUCTIONAL SYSTEMS UNIT WAS DESIGNED, TESTED AND EVALUATED AT OHIO STATE UNIVERSITY SCHOOL OF EDUCATION. THE SYSTEM, DEVISED WITH THE AID OF A REVIEW OF THE APPROPRIATE LITERATURE, CONSISTS OF FIVE PHASES--(1) IDENTIFYING THE PROBLEM AND PEOPLE INVOLVED, (2) PLANNING THE CURRICULUM TO MEET LEARNER GOALS, (3) BUILDING THE TRIAL LEARNING ENVIRONMENT, (4) TESTING AND REVISING THE ENVIRONMENT, AND (5) DISSEMINATING THE RESULTS. AS A TEST, THE SYSTEM WAS USED TO DESIGN AND IMPLEMENT AN EDUCATIONAL ORIENTATION COURSE AT OSU. EVALUATION OF THE COURSE WAS LIMITED

BUT GENERALLY FAVORABLE, AND IS BEING CONTINUED. IT IS CONCLUDED THAT THE SYSTEM IS WORTHWHILE IN THAT IT (A) ENCOURAGES A MORE ANALYTICAL EXAMINATION OF INSTRUCTIONAL PROGRAMS IN TERMS OF THEIR NEEDS AND EFFECTIVENESS, (B) EMPLOYS THE TEAM APPROACH IN THE CURRICULUM DESIGN, (C) REQUIRES DEFINITIVE STATEMENTS OF LEARNER GOALS, ENVIRONMENT DESIGN AND EVALUATION, (D) MAKES IT POSSIBLE FOR THE TEACHER TO STUDY AND DESIGN HIS INSTRUCTION WITHIN A MINIMUM TIME, (E) REDUCES FAILURE IN INSTRUCTIONAL INNOVATION AND (F) INCREASES THE DISSEMINATION OF INFORMATION DEALING WITH EDUCATIONAL CHANGE. IT IS RECOMMENDED THAT INSTITUTIONS OF HIGHER EDUCATION CONSIDER THE ESTABLISHMENT OF A SIMILAR SYSTEM FOR SUPPORTING PLANNED CHANGE. (AW)

ED 013 782

SP 001 256

MCDONALD, FREDERICK J. AND OTHERS

THE EFFECTS OF SELF-FEEDBACK AND REINFORCEMENT ON THE ACQUISITION OF A TEACHING SKILL.

PUB DATE 66

EDRS PRICE MF-00.25 HC-\$1.28 30P.

DESCRIPTORS *DISCRIMINATION LEARNING, *FEEDBACK, *REINFORCEMENT, *STATISTICAL ANALYSIS, *STUDENT TEACHER RELATIONSHIP, *TEACHER INTERNS, STUDENT PARTICIPATION, TABLES (DATA), TEACHER INFLUENCE, VIDEO TAPE RECORDINGS,

TO TEST THE RELATIVE EFFECTIVENESS OF 3 TRAINING PROCEDURES FOR ACQUIRING A TEACHING SKILL, EACH APPLYING REINFORCEMENT PRINCIPLES, STANFORD TEACHER INTERNS WERE VIDEOTAPE ON 4 OCCASIONS DURING THE FIRST 20 MINUTES OF CLASS. EACH INTERN SAW A VIDEOTAPE PLAYBACK WITHIN 3 DAYS (NEW LESSONS WERE VIDEOTAPE WITHIN 2 DAYS AFTER PLAYBACK). REINFORCEMENT TRAINING WAS THE VARIABLE, WITH THE PREDICTED ORDER OF EFFECTIVENESS GOING FROM SELF-ADMINISTERED FEEDBACK TO EXPERIMENTER-ADMINISTERED FEEDBACK, TO EXPERIMENTER ADMINISTERED FEEDBACK WITH CUE DISCRIMINATION TRAINING. A CONTROL GROUP AND THE FOLLOWING 3 EXPERIMENTAL GROUPS FORMED WERE--(1) SELF-FEEDBACK GROUP (S-F) INSTRUCTED IN THE EDUCATIONAL RELEVANCE OF INCREASING STUDENT PARTICIPATION, DEFINED IN TERMS OF PUPIL PARTICIPATION RESPONSES (PPR), WITH EMPHASIS ON IMMEDIATE REWARD OF PPR'S (PLAYBACKS VIEWED ALONE, EXAMPLES AND A RATING CHART PROVIDED), (2) REINFORCEMENT-ONLY GROUP (R) RECEIVED THE SAME INSTRUCTIONS AS S-F (VIEWED PLAYBACKS WITH AN EXPERIMENTER, WHO REINFORCED INTERNS' REINFORCEMENT OF PPR'S), (3) REINFORCEMENT AND DISCRIMINATION TRAINING GROUP (R AND D) RECEIVED THE SAME INSTRUCTIONS AS S-F (EXPERIMENTER SERVED THE SAME FUNCTION AS FOR R AND ALSO GAVE DISCRIMINATION TRAINING INCLUDING CUES, SUGGESTIONS, AND POSSIBLE EFFECTS). RESULTS WERE ANALYZED BY ANALYSIS OF VARIANCE, T TESTS AND MULTIPLE REGRESSION ANALYSIS. PREDICTIONS WERE BORNE OUT. SUGGESTIONS FOR FUTURE

STUDIES AND FOR IMPROVEMENT OF SELF-FEEDBACK ARE INCLUDED. (AF)

ED 013 783

SP 001 259

FAGAN, EDWARD R.

CONANT ON TEACHER EDUCATION, A CRITICAL ANALYSIS.

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *ON THE JOB TRAINING, *TEACHER CERTIFICATION, *TEACHER EDUCATION, *TEACHER EVALUATION, *TEACHER SUPERVISION, CONANT PLAN, EDUCATIONAL PROGRAMS, SCHOOL SYSTEMS, STATE SUPERVISORS, TEACHER RATING.

THE DESIGN AND PROCEDURES FOR AN ANNOUNCED TEST OF FIVE CHARACTERISTICS OF THE CONANT PLAN FOR TEACHER EDUCATION ARE QUESTIONED. THE FIVE PROCEDURES, TO BE IMPLEMENTED IN FIVE (EXPERIMENTAL) COLLEGES, ARE--(1) PLACING MOST OF THE RESPONSIBILITY FOR TEACHER CERTIFICATION ON THE COLLEGES AND UNIVERSITIES, (2) MAKING ACTUAL PERFORMANCE IN THE CLASSROOM THE MAJOR FACTOR IN CERTIFICATION, (3) SHIFTING A GREATER PART OF THE ON-THE-JOB TRAINING BURDEN TO LOCAL SCHOOL SYSTEMS, (4) MAKING THE STATE AUTHORITIES MAINLY RESPONSIBLE FOR SUPERVISION OF THE PRACTICE TEACHING AND ON-THE-JOB TRAINING, (5) REPLACING METHODS COURSES BY LEARNING THROUGH TEACHING, WITH THE HELP OF EXPERT SUPERVISING TEACHERS. IN FOUR OTHER (CONTROL) COLLEGES, STUDENTS ARE TO BE RATED BY TRAINED OBSERVER-JUDGES. QUESTIONS ARE RAISED ABOUT THE RELIABILITY OF IDENTIFICATION OF EXPERT SUPERVISING TEACHERS AND OF GOOD TEACHERS IN GENERAL. MORE GENERALLY, THE ABSENCE OF ACCEPTABLE CRITERIA OF QUALITY IN TEACHING IS SEEN AS A BAR TO A MEANINGFUL TEST OF THE CONANT PLAN AS DESIGNED. THIS DOCUMENT APPEARED IN "THE CLEARING HOUSE," 39, 8, 461-466, 1965. (LC)

ED 013 784

SP 001 272

TAYLOR, MARVIN DROPKIN, STANLEY

PERCEIVED PROBLEMS OF BEGINNING ELEMENTARY SCHOOL TEACHERS AS RELATED TO STUDENT TEACHING PLACEMENT AND JOB LOCATION.

PUB DATE 19 OCT 65

EDRS PRICE MF-00.25 HC-\$0.20 3P.

DESCRIPTORS *BEGINNING TEACHERS, *EDUCATIONAL PROBLEMS, *SUBURBAN SCHOOLS, *TEACHER ATTITUDES, *URBAN SCHOOLS, DISCIPLINE PROBLEMS, INSTRUCTIONAL MATERIALS, NEW YORK CITY, PARENT TEACHER COOPERATION, QUEENS COLLEGE, QUESTIONNAIRES, SPECIAL SCHOOLS, STATISTICAL ANALYSIS, STUDENT EVALUATION, TABLES (DATA), TEACHING METHODS.

THIS INVESTIGATION IS CONCERNED WITH THE ASSOCIATION BETWEEN THE STUDENT TEACHING LOCALE, THE PRESENT JOB LOCALE, AND THE CONGRUENCE OF STUDENT TEACHING AND JOB LOCALE WITH THE PERCEIVED DIFFICULTIES OF BEGINNING TEACHERS. THE SUBJECTS WERE 136 FIRST YEAR TEACHERS FROM THE JUNE 1963 CLASS OF QUEENS COLLEGE. THE INSTRUMENT CONSISTED OF 70 ITEMS COVERING 7 AREAS, AND ASKED FOR RESPONSES RANGING FROM A RATING OF 1 (CANNOT SOLVE) THROUGH 6 (DO NOT CONSIDER

THIS A PROBLEM). THE PERCEIVED PROBLEM AREAS IN DESCENDING ORDER OF DIFFICULTY WERE (1) DISCIPLINE, (2) METHODS OF TEACHING, (3) RELATIONS WITH PARENTS, (4) EVALUATION OF STUDENTS, (5) CLASSROOM ROUTINES, (6) MATERIALS AND RESOURCES, (7) PLANNING. WHETHER THEIR STUDENT TEACHING EXPERIENCES WERE PART OF A SPECIAL PROGRAM, IN SPECIAL SERVICES SCHOOLS OF NEW YORK CITY, OR IN REGULAR NEW YORK CITY AND SUBURBAN SCHOOLS, THERE WERE NO DISCERNIBLE MEAN DIFFERENCES AMONG THE RESPONDENTS IN PERCEIVED DIFFICULTIES IN EACH OF THE PROBLEM AREAS. THERE WERE CITY-SUBURBAN DIFFERENCES IN THE 3 AREAS OF CLASSROOM ROUTINES, METHODS OF TEACHING, AND RELATIONS WITH PARENTS. WITHIN THE CITY GROUP THERE WERE DIFFERENCES BETWEEN "SPECIAL SERVICE SCHOOL" TEACHERS AND NEW YORK CITY TEACHERS FOR THE SAME 3 AREAS AND FOR DISCIPLINE. PAPER READ AT ANNUAL CONVOCATION ON EDUCATIONAL RESEARCH (6TH, OCT. 19, 1965). (ADAPTED FROM AUTHORS' SUMMARY.) (RP)

ED 013 785

SP 001 274

HOWE, HAROLD, II

OUR SHORT-CHANGED CITY SCHOOLS.

PUB DATE 26 SEP 67

EDRS PRICE MF-\$0.25 HC-\$0.56 12P.

DESCRIPTORS *EDUCATIONAL FINANCE, *FEDERAL AID, *STATE AID, *URBAN AREAS, *URBAN SCHOOLS, EDUCATION PROFESSIONS DEVELOPMENT ACT, FEDERAL PROGRAMS, INNOVATION, SUBURBAN SCHOOLS, TEACHER EDUCATION, TEACHING CONDITIONS.

THE PRESENT INEQUITIES IN FINANCING URBAN EDUCATION ARE ATTRIBUTABLE TO (1) THE HIGH COST OF PUBLIC SERVICE IN THE CITY AS COMPARED TO OTHER AREAS, WHICH RESULTS IN CITIES SPENDING MORE PER CITIZEN THAN THE CORRESPONDING SUBURBAN AREAS, AND LESS PER CITIZEN ON EDUCATION, (2) THE FACT THAT PRESENT STATE FORMULAS OF AID TO LOCAL SCHOOL DISTRICTS WERE ORIGINALLY DESIGNED TO REDUCE THE DISPARITY BETWEEN A STATE'S WELL FINANCED URBAN SCHOOLS AND ITS MONEY-STARVED SCHOOLS ELSEWHERE, AND (3) THE FACT THAT URBAN SCHOOLS ARE MORE EXPENSIVE TO BUILD AND OPERATE (INCLUDING THE COST OF SUPPLEMENTAL SERVICES FOR THE MANY DEPRIVED CHILDREN FOUND IN HIGHER PROPORTION IN THE CITIES). FEDERAL AID HAS BEEN SLOW IN COMING, BUT BREAKTHROUGHS HAVE BEEN ACHIEVED IN RECENT YEARS THROUGH CONGRESSIONAL PROGRAMS. HOWEVER, THE STATES MUST RECOGNIZE THE NEED TO CHANGE DISTRIBUTION FORMULAS SO THAT THE CITIES GET A LARGER PER-PUPIL SHARE, WHICH WOULD REQUIRE ADDITIONAL STATE FUNDS FOR ALL SCHOOLS. FUNDS FOR BETTER TEACHER EDUCATION MUST ALSO BE ALLOCATED, AND THE NEW EDUCATION PROFESSIONS DEVELOPMENT ACT WILL HELP. IN ADDITION, THE CITIES MUST CHANGE THEIR PLANNING AND POLICY SO THAT THE EDUCATION THEY PROVIDE WITH NEW FUNDS IS DESIGNED TO SERVE THE SPECIAL NEEDS OF THE PUPILS THEY HAVE NOW. PAPER PRESENTED AT ANNUAL CONFERENCE OF NATIONAL ASSOCIA-

TION OF STATE BOARDS OF EDUCATION (NEW YORK, SEPT. 26, 1967). (LC)

ED 013 786

SP 001 282

BROADBENT, FRANK W. CRUICKSHANK, DONALD R.

THE IDENTIFICATION AND ANALYSIS OF PROBLEMS OF FIRST YEAR TEACHERS.

PUB DATE 19 OCT 65

EDRS PRICE MF-\$0.25 HC-\$0.24 4P.

DESCRIPTORS *BEGINNING TEACHERS, *CURRICULUM DEVELOPMENT, *EDUCATIONAL PROBLEMS, *TEACHER ATTITUDES, *TEACHER EDUCATION, CURRICULUM EVALUATION, DISCIPLINE PROBLEMS, INSTRUCTIONAL MATERIALS, PARENT TEACHER COOPERATION, QUESTIONNAIRES, SIMULATION, STUDENT EVALUATION, SUC BROOKPORT, TEACHER SUPERVISION, TEACHING METHODS.

TO DETERMINE BEGINNING TEACHERS' PERCEPTIONS OF THEIR TEACHING PROBLEMS, A QUESTIONNAIRE WAS SENT TO 282 JUNE 1964 ELEMENTARY AND SECONDARY GRADUATES OF SUC BROOKPORT. REPLIES FROM 163 SHOWED A SIGNIFICANTLY FREQUENT RECURRENT OF CERTAIN TEACHING PROBLEMS. THESE PROBLEMS FELL IN SIX MAJOR CATEGORIES AND WERE RANKED FOR FREQUENCY AS FOLLOWS--(1) METHODS, (2) EVALUATION (OF STUDENTS), (3) DISCIPLINE, (4) PARENT RELATIONS, (5) ROUTINES AND MATERIALS, (6) PERSONAL (MOSTLY LACK OF SELF-CONFIDENCE). OTHER SIMILAR STUDIES SHOWED DISCIPLINE AS A SIGNIFICANT FACTOR. HOWEVER IT IS FELT THAT THERE IS A DISTINCT LACK OF AGREEMENT IN TERMINOLOGY AMONG SUCH STUDIES, MAKING COMPARISON DIFFICULT. IT IS FELT THAT AN INSTRUMENT (FOR FOLLOWING-UP RECENT EDUCATION GRADUATES) SHOULD BE STANDARDIZED. RESULTS OF THE CURRENT STUDY ARE BEING USED TO PLAN SPECIFIC PRESERVICE EXPERIENCES TO WHICH STUDENTS WILL BE EXPOSED IN AN EFFORT TO DETERMINE WHETHER SUCH EXPOSURE WILL ALTER THE NUMBER, INTENSITY, OR KIND OF PROBLEMS PERCEIVED BY 1967 GRADUATES. PRESENTLY EACH OF THE SIGNIFICANT PROBLEMS IS BEING BUILT INTO A SPECIAL SIMULATION PROGRAM. PAPER READ AT ANNUAL CONVOCATION ON EDUCATIONAL RESEARCH (6TH, OCT. 19, 1965). (RP)

ED 013 787

SP 001 290

O'HARE, MARY RITA

THE TEACHER AND GROUP DEVELOPMENT.

PUB DATE 19 OCT 65

EDRS PRICE MF-\$0.25 HC-\$0.16 2P.

DESCRIPTORS *GROUP DYNAMICS, *GROUP RELATIONS, *INTERPERSONAL RELATIONSHIP, *STUDENT TEACHER RELATIONSHIP, *TEACHER ATTITUDES, CLASS MANAGEMENT, GROUPING (INSTRUCTIONAL PURPOSES), QUESTIONNAIRES, RATING SCALES, SENSITIVITY TRAINING, T GROUPS, TEACHER EDUCATION.

TO ASCERTAIN THEIR ATTITUDES TOWARD GROUP PROCESS, AN UNSPECIFIED NUMBER OF TEACHERS WAS ASKED TO WRITE AN ACCOUNT OF THEIR GENERAL ATTITUDES TOWARD THE PROCESS AS THEY UNDERSTOOD IT. THEY ALSO RATED THEMSELVES ON A 5-POINT SCALE, RANGING FROM STRONGLY FAVORABLE TO STRONGLY OPPOSED ATTITUDES, AND BY WHICH THE ACCOUNTS WERE GROUPED. A CONTENT ANALYSIS OF THE ACCOUNTS WAS MADE TO DISCOVER THE TEACHERS' PERCEPTIONS AND THE FREQUENCY WITH WHICH THEY WERE MENTIONED. IT WAS FOUND THAT (1) A TEACHER'S ROLE IN GROUP PROCESS WAS MOST OFTEN CITED BY TEACHERS WHO WERE NEUTRAL, OR MODERATELY OR STRONGLY OPPOSED, (2) TEACHERS WHO WERE STRONGLY OR MODERATELY FAVORABLE OR NEUTRAL CONSIDERED THE CHILD'S ROLE MOST FREQUENTLY, (3) MODERATELY AND STRONGLY FAVORABLE TEACHERS MOST OFTEN MENTIONED GROUP PROCESS AS IMPORTANT, (4) GROUP PROCESS WAS CONSIDERED SYNONYMOUS WITH GROUPING FOR INSTRUCTION BY NEUTRAL AND MODERATELY AND STRONGLY OPPOSED TEACHERS, (5) NEUTRAL AND STRONGLY OPPOSED TEACHERS MOST FREQUENTLY MENTIONED THEIR LACK OF KNOWLEDGE OF GROUP PROCESS, AND MOST OFTEN PERCEIVED A RELATIONSHIP BETWEEN GROUP PROCESS AND DISCIPLINE. IT IS CONCLUDED THAT (A) TEACHERS, DURING THEIR PROFESSIONAL PREPARATION, SHOULD HAVE GROUP PROCESS EXPERIENCE, AND (B) THEIR PERCEPTIONS AND ATTITUDES SHOULD BE MORE EXTENSIVELY STUDIED. PAPER READ AT ANNUAL CONVOCATION ON EDUCATIONAL RESEARCH (6TH, OCTOBER 19, 1965). (AW)

DESCRIPTORS *COOPERATING TEACHERS, *STUDENT TEACHER RELATIONSHIP, *STUDENT TEACHERS, *TEACHER BEHAVIOR, *VERBAL COMMUNICATION, INTERACTION, INTERACTION PROCESS ANALYSIS, LEARNING ACTIVITIES, MEASUREMENT, OSCAR, RESPONSE MODE, STATISTICAL ANALYSIS, STUDENT TEACHING.

ED 013 788

SP 001 294

FLINT, SHIRLEY HELENE

THE RELATIONSHIP BETWEEN CLASSROOM VERBAL BEHAVIOR OF STUDENT TEACHERS AND THE CLASSROOM VERBAL BEHAVIOR OF THEIR COOPERATING TEACHERS.

PUB DATE 19 OCT 66

EDRS PRICE MF-\$0.25 HC-\$0.16 2P.

DESCRIPTORS *COOPERATING TEACHERS, *STUDENT TEACHER RELATIONSHIP, *STUDENT TEACHERS, *TEACHER BEHAVIOR, *VERBAL COMMUNICATION, INTERACTION, INTERACTION PROCESS ANALYSIS, LEARNING ACTIVITIES, MEASUREMENT, OSCAR, RESPONSE MODE, STATISTICAL ANALYSIS, STUDENT TEACHING.

TO TEST THE HYPOTHESIS THAT THE VERBAL BEHAVIOR OF STUDENT TEACHERS IN THE CLASSROOM DOES NOT CHANGE IN RELATION TO THE VERBAL BEHAVIOR OF THEIR COOPERATING TEACHER, A VERBAL-BEHAVIORAL MEASUREMENT OF 12 STUDENT TEACHERS AND 6 COOPERATING TEACHERS WAS UNDERTAKEN USING THE OBSERVATION SCHEDULE AND RECORD FORM 3D. ANALYSIS OF VARIANCE REVEALED THAT STUDENT TEACHER VERBAL BEHAVIOR CHANGED SIGNIFICANTLY DURING THE STUDENT TEACHING PERIOD, BECOMING MORE SUPPORTIVE, LESS REPEATING, AND LESS ACCEPTING (IN A ROUTINE MANNER) OF CHILDREN'S RESPONSES. WHILE FREQUENCY OF STUDENT-TEACHER RESPONSES DECREASED, FREQUENCY OF STUDENT-TEACHER INITIATED STATEMENTS INCREASED SIGNIFICANTLY. A CO-VARIANCE ANALYSIS WAS CONDUCTED USING THE COOPERATING TEACHERS' SCORES AS THE INDEPENDENT VARIABLE. A HIGH RELATIONSHIP WAS FOUND BETWEEN QUESTIONING-BEHAVIOR PATTERNS OF STUDENT TEACHERS AND THEIR COOPERATING TEACHERS IN CATEGORIES OF COMPLEX PROBLEMS, SIMPLE PROBLEMS, PRE-FRAMED, AND AFFECTIVE-IMAGINATIVE PROBL-

EMS. SOME RELATIONSHIP WAS FOUND BETWEEN BOTH GROUPS IN SUPPORTING, APPROVING, ACCEPTING, REPEATING, REJECTING, AND CRITICIZING BEHAVIORS. THESE FINDINGS NEGATED THE HYPOTHESIS OF THE STUDY AND SUGGEST THAT FURTHER RESEARCH IN VERBAL-BEHAVIORAL RELATIONSHIP BE UNDERTAKEN USING OBSERVER TEAMS AND A VARIETY OF INSTRUMENTS, SETTINGS AND SAMPLES. PAPER READ AT THE ANNUAL CONVOCATION ON EDUCATIONAL RESEARCH (6TH, OCTOBER 19, 1965). (ADAPTED FROM AUTHOR'S SUMMARY.)

ED 013 789 SP 001 298
WRIGHT, BENJAMIN SHERMAN, BARBARA
WHO IS THE TEACHER.

DOCUMENT NOT AVAILABLE FROM EDRS.
DESCRIPTORS *CHILD DEVELOPMENT, *ELEMENTARY SCHOOL TEACHERS, *PARENT ROLE, *PERSONALITY STUDIES, *TEACHING STYLES, FATHERS, MOTHERS, PARENT ATTITUDES, PARENT CHILD RELATIONSHIP, SELF CONCEPT, TEACHERS,

TO DETERMINE THE INFLUENCE OF MOTHER, FATHER, AND FORMER TEACHERS ON TEACHERS' SELF-CONCEPTION, 40 ELEMENTARY SCHOOL TEACHERS DESCRIBED THEMSELVES ON A SEMANTIC DIFFERENTIAL SCALE CONSISTING OF SETS OF SIMPLE ADJECTIVE PAIRS, SUCH AS WARM-COOL, STRONG-WEAK, AND RESPONSIVE-RESERVED. THESE WERE THEN COMPARED WITH THE TEACHERS' DESCRIPTIONS OF MOTHER, FATHER, AND FORMER TEACHER IMAGES ON THE SAME ADJECTIVES. IT WAS FOUND THAT (1) MORAL STRENGTH AND VIRTUE WERE ASSOCIATED WITH THE MOTHER, (2) INTELLECTUAL STRENGTH WAS ASSOCIATED WITH THE FATHER, (3) THE DEGREE TO WHICH A TEACHER SAW HIMSELF AS LOVING AND SYMPATHETIC WAS RELATED PRIMARILY TO HER IMAGE OF A BEST-LIKED TEACHER, (4) TEACHERS IDENTIFIED WITH THREE DISTINCT MOTHER IMAGES-LOVING, SUPPORTIVE MOTHER, DEMANDING, PROHIBITIVE MOTHER, AND OUTGOING, INDEPENDENT MOTHER-WHICH COLLATED WITH RYAN'S TEACHER TYPES-WARM, FRIENDLY, UNDERSTANDING TEACHER, RESPONSIBLE, BUSINESSLIKE, SYSTEMATIC TEACHER, AND STIMULATING, IMAGINATIVE, CREATIVE TEACHER. IT IS HYPOTHESIZED THAT THESE MOTHER IMAGES EMERGE IN DEVELOPMENTAL SEQUENCE DURING THE YEARS BETWEEN BIRTH AND SCHOOL. THIS DOCUMENT APPEARED IN "THEORY INTO PRACTICE," APR. 1963, 2, NO. 2, 67-72. (AW)

ED 013 790 SP 001 299
HOWE, HAROLD, II
CHANGING THE PECKING ORDER.
PUB DATE 24 OCT 67
EDRS PRICE MF-\$0.25 HC-\$0.64 14P.

DESCRIPTORS *CREDENTIALS, *EDUCATIONALLY DISADVANTAGED, *TEACHER CERTIFICATION, *ACADEMIC RECORDS, *ACHIEVEMENT TESTS, *BUSINESS RESPONSIBILITY, *COLLEGE ENTRANCE EXAMINATIONS, *COLLEGES, *COMPENSATORY EDUCATION, *DISADVANTAGED GROUPS, *EDUCATIONAL PROBLEMS, *EMPLOYMENT EXPERIENCE, *STATE LAWS, *TALENT IDENTIFICATION, *TALENT SEARCH, *UPWARD BOUND,

THE CURRENT INFLEXIBILITY OF BUSINESS AND COLLEGES IN WANTING

TO USE ONLY "CREDENTIALLED" PEOPLE (I.E. THOSE WITH A HIGH SCHOOL DIPLOMA OR COLLEGE DEGREE) IS ACTING AS A BARRIER TO QUALIFIED INDIVIDUALS WHO WERE UNABLE TO COMPLETE THEIR EDUCATION. TO COMBAT THIS, IT IS NECESSARY THAT (1) EDUCATIONAL INSTITUTIONS BOTH CONTINUE AND AUGMENT SUCH PROGRAMS AS UPWARD BOUND AND TALENT SEARCH, (2) COLLEGES LEARN TO RECOGNIZE TALENT AND ABILITY IN A DEPRIVED PERSON EVEN THOUGH HIS ACADEMIC RECORD MAY NOT REFLECT IT, (3) COLLEGES USE ENTRANCE EXAMINATION SCORES AS DIAGNOSTIC DEVICES TO INCLUDE, RATHER THAN EXCLUDE, THE DEPRIVED-E.G. IF AN APPLICANT'S SCORES SHOW HIM TO BE DEFICIENT IN A SUBJECT, HE SHOULD BE ADMITTED, AND PLACED IN A COMPENSATORY COURSE RATHER THAN BEING REJECTED, (4) BUSINESS RELATE THE SUBPROFESSIONAL ROLE TO THE PROFESSIONAL ROLE SO THAT SHIFTING FROM ONE TO THE OTHER IS EASIER, AND (5) BOTH COLLEGES AND BUSINESS GIVE CREDIT FOR EXPERIENCE, EVEN IF CREDENTIALS ARE NOT PRESENT. OVER-RIGID, CONFLICTING, STATE-BY-STATE TEACHER CERTIFICATION REQUIREMENTS ALSO NEED TO BE OVERHAULED, RELAXED AND STANDARDIZED IN ORDER TO MAKE AVAILABLE THE ABUNDANCE OF QUALIFIED BUT UNCREDENTIALLED TALENT ENTRANCE EXAMINATION BOARD (CHICAGO, OCT. 24, 1967). (AW) AVAILABLE TO TEACHING. PAPER PRESENTED BEFORE COLLEGE ENTRANCE EXAMINATION BOARD (CHICAGO, ILL., OCT. 24, 1967). (AW)

ED 013 791 SP 001 301
KALLENBACH, WARREN
MICROTEACHING AS A TEACHING METHODOLOGY.
EDRS PRICE MF-\$0.25 HC-\$0.32 6P.

DESCRIPTORS *FEEDBACK, *MICRO-TEACHING, *TEACHER EDUCATION, *TEACHING METHODS, *VIDEO TAPE RECORDINGS, *BIBLIOGRAPHIES, *LESSON OBSERVATION CRITERIA, *LITERATURE REVIEWS, *REINFORCEMENT, *SECONDARY EDUCATION, *STUDENT TEACHING, *SUPERVISION, *TEACHER EVALUATION, *TEACHING TECHNIQUES,

VARIOUS RESEARCH ON MICROTEACHING IS BRIEFLY REVIEWED. THE METHOD DEVELOPED AT STANFORD CONSISTS OF THE PRESENTATION OF 5-10 MINUTE VIDEOTAPE LESSON SEGMENTS TO GROUPS OF 4 TO 6 PUPILS. THESE LESSONS WERE EVALUATED BY THE SUPERVISOR AND THE PUPILS AND THEN DISCUSSED BY THE INTERN AND THE SUPERVISOR DURING THE PLAYBACK. THE LESSON WAS IMMEDIATELY RETAUGHT WITH A COMPARABLE GROUP OF PUPILS. A CRITICAL ANALYSIS FOLLOWED THIS VIDEOTAPE, USING THE SAME PROCEDURES. NO SIGNIFICANT DIFFERENCES IN JUDGED TEACHER COMPETENCE WERE FOUND BETWEEN RANDOMLY SELECTED INTERN TEACHERS WITH SUMMER STUDENT TEACHING EXPERIENCE AND THOSE WITH MICROTEACHING AT STANFORD. SEVERAL TEACHING SKILLS HAVE COME FROM THE MICROTEACHING PROJECT (1) ESTABLISHING SET, (2) ESTABLISHING APPROPRIATE FRAMES OF REFERENCE, AND (3) ACHIEVING CLOSURE. ANOTHER STUDY TESTED THE EFFECTS OF SELF-FEEDBACK AND REINFORCEMENT ON THE ACQUISITION OF A TEACHING SKILL AND FOUND THAT SELF-FEED-

BACK WAS RELATIVELY INEFFECTIVE AS COMPARED WITH THE POINTING OUT OF SALIENT CUES IN TEACHING TO WHICH REINFORCEMENT SHOULD BE ATTACHED, COMBINED WITH THE SUPERVISOR'S POSITIVE REINFORCEMENT DURING THE PLAYBACKS. A FINAL STUDY DEMONSTRATED THAT SHOWING A STUDENT WHAT TO DO WAS MORE EFFECTIVE THAN TELLING HIM. THIS PAPER WAS PRESENTED AT CONFERENCE ON "INSTRUCTIONAL METHODS AND TEACHER BEHAVIOR" (BERKELEY, NOV. 21-22, 1966). (LC)

ED 013 792 SP 001 302
SCOTT, OWEN MILLER, HENRY
THE PROFESSIONAL TRAINING, SPECIFIC TEACHING ASSIGNMENTS, AND JOB SATISFACTIONS OF GEORGIA SOCIAL STUDIES TEACHERS.

EDRS PRICE MF-\$0.25 HC-\$0.56 12P.

DESCRIPTORS *SOCIAL STUDIES, *TEACHER ATTITUDES, *TEACHER CERTIFICATION, *TEACHING ASSIGNMENT, *EDUCATIONAL TESTING SERVICE, *GEORGIA, *OCCUPATIONAL INFORMATION, *QUESTIONNAIRES, *SUPERINTENDENTS, *TEACHER IMPROVEMENT, *TEACHER MORALE, *TEACHER MOTIVATION, *TEACHER QUALIFICATIONS, *TEACHING LOAD,

TO SURVEY THE CERTIFICATION STATUS, TEACHING ASSIGNMENT, AND SELECTED JOB-RELATED OPINIONS OF GEORGIA SOCIAL STUDIES TEACHERS, DATA ON 115 SCHOOLS AND 403 TEACHERS WAS EXTRACTED FROM A RANDOM SAMPLING OF THE ANNUAL REPORTS OF SCHOOL SUPERINTENDENTS TO THE GEORGIA ACCREDITING COMMISSION. AN UNSTRUCTURED QUESTIONNAIRE ASKING WHICH ASPECTS OF TEACHING THEY FOUND MOST DIFFICULT AND MOST SATISFYING WAS THEN SENT TO THE 278 TEACHERS WHO WERE STILL TEACHING IN THE SAME SCHOOL. 192 RESPONDED. IT WAS FOUND THAT (1) 92 PERCENT OF THE TEACHERS HAD A PROFESSIONAL CERTIFICATE, 6 PERCENT HAD A PROVISIONAL CERTIFICATE, 1 PERCENT AN EMERGENCY CERTIFICATE, AND 1 PERCENT ANOTHER PROFESSIONAL CERTIFICATE. (2) 46 PERCENT TAUGHT ONE SOCIAL STUDIES SUBJECT, 44 PERCENT TAUGHT TWO, AND 9.5 PERCENT TAUGHT FOUR OR MORE. (3) THE SUBJECTS RATED MOST POPULAR BY GEORGIA TEACHERS WERE NEARLY THE SAME AS THOSE RANKED MOST POPULAR IN THE SOUTH AND THE NATION IN A 1963 EDUCATIONAL TESTING SERVICE SURVEY. (4) THE ASPECTS OF TEACHING RATED MOST DIFFICULT WERE MOTIVATING STUDENTS, PERFORMING ADMINISTRATIVE DUTIES, TEACHING COMPLEX COGNITIVE SKILLS, AND CONTROLLING STUDENT BEHAVIOR. (5) HELPING STUDENTS LEARN, SATISFACTION DEPRIVED FROM THE LATER SUCCESS OF FORMER STUDENTS, ASSOCIATING WITH YOUNG PEOPLE, AND BECOMING A BETTER TEACHER WERE THE MOST SATISFYING ASPECTS OF TEACHING. (AW)

ED 013 793 SP 001 304
ROTTER, GEORGES.
THE EFFECT OF SEX IDENTIFICATION UPON TEACHER EVALUATION OF PUPILS.
PUB DATE APR 67

EDRS PRICE MF-\$0.25 HC-\$0.28 5P.

DESCRIPTORS *SEX DIFFERENCES, *STUDENT BEHAVIOR, *TEACHER ATTITUDES, *TEACHER EVALUATION, *TEACHER STEREOTYPES, BEHAVIOR RATING SCALES, FACTOR ANALYSIS, INDIVIDUAL DIFFERENCES, PEER RELATIONSHIP, SEX (CHARACTERISTICS), STUDENT NEEDS, STUDENT TEACHER RELATIONSHIP, TEACHER CHARACTERISTICS, WOMEN TEACHERS.

TO DETERMINE WHETHER SEX IDENTIFICATION INFLUENCES TEACHERS' EVALUATIONS OF STUDENTS WHEN BEHAVIOR IS HELD CONSTANT, 128 WHITE FEMALE TEACHERS RATED STUDENTS FROM STORIES RELATING IN OBJECTIVE TERMS THE BEHAVIOR OF A HYPOTHETICAL NINE-YEAR OLD CHILD. THE STORIES WERE CONTROLLED SO THAT THE BEHAVIORS PRESENTED FOR BOTH SEXES WERE CLOSELY PARALLELED. BOTH ORDERLY AND DISRUPTIVE STUDENTS WERE PRESENTED. FOLLOWING THEIR READING, THE TEACHERS EVALUATED THE STUDENTS ON 80 BI-POLAR SCALES, WHICH THEN UNDERWENT FACTOR ANALYSIS. AMONG THE FINDINGS WERE (1) BOYS WERE RATED MORE ACTIVE, MORE GREGARIOUS, MORE ACCEPTED BY THEIR PEERS, DIRTIER, AND BETTER LEADERS THAN GIRLS. (2) BOYS WERE RATED HIGHER THAN GIRLS FOR ORDERLY, BUT LOWER FOR DISRUPTIVE BEHAVIORS. (3) ORDERLY BOYS AND GIRLS WERE JUDGED EQUALLY QUIET, BUT DISRUPTIVE BOYS FAR MORE NOISY THAN DISRUPTIVE GIRLS. (4) DISRUPTIVE BOYS AND GIRLS WERE SEEN TO ACHIEVE EQUALLY LITTLE IN SCHOOL BUT ORDERLY BOYS AS ACHIEVING MUCH MORE THAN ORDERLY GIRLS. (5) DISRUPTIVE BOYS AND GIRLS WERE PERCEIVED AS HAVING ABOUT THE SAME NEED TO BE LIKE OTHERS, BUT ORDERLY BOYS AS HAVING STRONG DESIRES TO BE DIFFERENT AND ORDERLY GIRLS AS HAVING A STRONG DESIRE TO BE LIKE OTHERS. IT IS CONCLUDED THAT SEXUAL PRECONCEPTIONS INFLUENCE A TEACHER'S PERCEPTIONS AND EVALUATION AND CAN RESULT IN DIFFERENTIAL TREATMENT. PAPER PRESENTED AT MEETING OF EASTERN PSYCHOLOGICAL ASSOC., (BOSTON, APRIL, 1967). (AW)

ED 013 794 SP 001 306

ALLEN, DWIGHT W. AND OTHERS
EFFECTS OF FEEDBACK AND PRACTICE CONDITIONS ON THE ACQUISITION OF A TEACHING STRATEGY.

PUB DATE 66

EDRS PRICE MF-\$0.25 HC-\$0.88 20P.

DESCRIPTORS *DISCRIMINATION LEARNING, *FEEDBACK, *TEACHER INTERNS, *TEACHER SUPERVISION, *TEACHING TECHNIQUES, QUESTIONING TECHNIQUES, RETENTION, ROLE PLAYING, STUDENT REACTION, THOUGHT PROCESSES, VIDEO TAPE RECORDINGS.

TO COMPARE SEVERAL METHODS OF DEVELOPING CLASSROOM QUESTIONING (PROBING) TECHNIQUES VIA DISTRIBUTED PRACTICE AND IMMEDIATE FEEDBACK, WHEN THE LATTER EMPLOYED VIDEOTAPED PERFORMANCES OF THE LEARNER, 86 INTERNS WERE VIDEOTAPED ON 4 OCCASIONS DURING THE FIRST 20 MINUTES OF REGULAR CLASSROOM LESSONS. IN BETWEEN TAPINGS THEY RECEIVED 30 MINUTES OF SUPERVISION, IN WHICH THEY VIEWED PLAYBACKS OF EARLIER TEACHING ALONG WITH A CRITIQUE FROM AN EXPERIMENTER WHO PROVIDED DISCRIMINATION

TRAINING. WITHIN-SESSION FEEDBACK WAS HELD CONSTANT, AND AMOUNT OF PRACTICE AND DELAYED FEEDBACK WAS MANIPULATED, OVER 4 EXPERIMENTAL GROUPS. A POST-TEST WAS VIDEOTAPED ABOUT 7 WEEKS AFTER TRAINING. INTERNS WERE TRAINED IN PROBING TECHNIQUES (CLARIFICATION, CRITICAL AWARENESS, REDIRECTION, PROMPTING, REFOCUS) WHICH DEPENDED ON PUPIL RESPONSE, AS WELL AS AN ENCOURAGING DIVERGENT THINKING, ROLE PLAY IN BRIEF, AND PUPIL SUMMARY. TREATMENT DIFFERENCES, THOUGH NOT ENTIRELY CONSISTENT, FAVORED MASSED PRACTICE-IMMEDIATE FEEDBACK OVER DISTRIBUTED PRACTICE-REINSTATED FEEDBACK IN INITIAL ACQUISITION OF PROBING BEHAVIORS. THE FORMER ALSO PRODUCED SIGNIFICANTLY MORE FREQUENT PROBING THAN DISTRIBUTED PRACTICE AND IMMEDIATE FEEDBACK. RETENTION DIFFERENCES CAN BE DRAWN FROM THE FACT THAT DISTRIBUTED PRACTICE-DELAYED FEEDBACK GROUPS MAINTAINED HIGHER PROBING RESPONSE RATES ON THE POST-TEST THAN DID MASSED PRACTICE-IMMEDIATE FEEDBACK. (AF)

ED 013 795 SP 001 310

RODGERS, FREDERICK
THE TEACHER CORPS PROJECT AT NEW YORK UNIVERSITY.

EDRS PRICE MF-\$0.25 HC-\$0.24 4P.

DESCRIPTORS *DISADVANTAGED YOUTH, *TEACHER EDUCATION, *TEACHER INTERNS, *TEACHER RECRUITMENT, CURRICULUM DEVELOPMENT, ECONOMIC DISADVANTAGEMENT, EDUCATIONAL PROGRAMS, INSERVICE EDUCATION, NEW YORK UNIVERSITY, PRESERVICE EDUCATION, STUDENT TEACHERS, TEACHER CORPS PROJECT, TEACHER PLACEMENT, TEACHER RESPONSIBILITY, URBAN SCHOOLS.

THE TEACHER CORPS PROJECT AT NEW YORK UNIVERSITY PREPARES FORMER PEACE CORPS VOLUNTEERS FOR TEACHING IN DISADVANTAGED SCHOOLS. A PROGRAM CANDIDATE MUST HAVE A BACHELOR'S DEGREE IN EITHER MATHEMATICS, SCIENCE, LANGUAGE ARTS OR SOCIAL STUDIES. THE PROGRAM HAS THREE PHASES (1) PRE-SERVICE (INTERNS WORK IN THE MORNING WITH LOCAL AGENCIES IN COMMUNITY ACTIVITIES AND WITH EDUCATIONAL ACTIVITIES SPONSORED BY THE NEW YORK SCHOOL SYSTEM AND COMMUNITY ORGANIZATIONS, AND IN THE AFTERNOONS IN UNIVERSITY AND PUBLIC SCHOOL CLASSROOMS), (2) INSERVICE (INTERNS GRADUALLY ASSUME RESPONSIBILITY IN THEIR ASSIGNED SCHOOL BEFORE FINALLY BECOMING FULLY RESPONSIBLE FOR ACTIVE PARTICIPATION IN COMMUNITY-DIRECTED FUNCTIONS), (3) POST-SERVICE (INTERNS ATTEND A WORKSHOP ON THE SYNTHESIS OF THEORY AND PRACTICE, DURING WHICH THEY DEVELOP PILOT CURRICULA AND RESEARCH PROJECTS). THE INTERNS' COURSE WORK FOCUSES ON (A) THE EDUCATIONAL AND SOCIAL ASPECTS OF POVERTY, (B) THE PSYCHOLOGY AND EDUCATION OF THE SLOW LEARNER, (C) THE ROLE OF THE TEACHER AND THE CURRICULUM OF THE SCHOOLS, (D) THE SOCIAL, ECONOMIC, AND CULTURAL FORCES WHICH CONTRIBUTE TO THE SLUM CHILD'S CLASSROOM MALFUNCTIONING AND THE TECHNIQUES REQUIRED FOR ANALYSIS AND

REMEDICATION, AND (E) THE INTERNS' DEVELOPMENT OF THE SKILLS FOR TEACHING READING AND INDIVIDUAL SUBJECTS. (AW)

ED 013 796 SP 001 311

HASKEW, LAURENCE D.

PLANNING FOR THE EDUCATION OF TEACHERS.

PUB DATE 01 DEC 66

EDRS PRICE MF-\$0.25 HC-\$0.66 15P.

DESCRIPTORS *EDUCATIONAL NEEDS, *EDUCATIONAL PLANNING, *EDUCATIONAL RESOURCES, *TEACHER EDUCATION, *TEACHER EVALUATION, CONTINUING EDUCATION, EDUCATIONAL RESPONSIBILITY, LOCAL ISSUES, TEACHING PROCEDURES.

A PLATFORM FOR PLANNING IN TEACHER EDUCATION IS SET FORTH—(1) PLANNING BEGINS IN A FRAMEWORK (AS IT IS RATHER THAN WHAT IT MIGHT BE). (2) PLANNING SHOULD ADDRESS FUNDAMENTAL DEFECTS, SHOWING HOW WHAT WE PURPORT TO DO CAN BE DONE WITH THE TOOLS AND FRAMEWORK WE CAN MAKE AVAILABLE. (3) PLANNING SHOULD INSPIRE THE TEACHER TO WANT AND ACQUIRE THE CONTINUING EDUCATION HE WILL NEED (THROUGH GRADUATE STUDY, OTHER FORMS OF PARTICIPATION, ON HIS OWN INITIATIVE) SINCE THE NATURE OF TEACHING IS CONTINUALLY CHANGING. (4) IT IS THE INDIVIDUAL PROFESSIONAL WHO MUST DO THE PLANNING, AND IN THE NEXT DECADE PLANNING WILL BE FOCUSED AT THE LOCAL LEVEL. (5) PLANNING MUST BE CONCERNED WITH VARIETY. PAPER READ AT GOVERNOR'S CONFERENCE ON EDUCATION (STATE OF UTAH, DECEMBER 1, 1965). (AF)

ED 013 797 SP 001 312

ROBERTS, JULIAN

NEEDED RESEARCH IN TEACHER EDUCATION—SENSITIVITY TRAINING AND THE PROCESS OF CHANGE.

PUB DATE 14 NOV 67

EDRS PRICE MF-\$0.25 HC-\$0.32 6P.

DESCRIPTORS *CHANGE AGENTS, *CLASSROOM ENVIRONMENT, *INTERACTION, *SENSITIVITY TRAINING, *T GROUPS, COMMUNICATION (THOUGHT TRANSFER), DATA COLLECTION, GROUP DYNAMICS, GROUP RELATIONS, ROLE PERCEPTION, SELF CONCEPT, SOCIAL STUDIES.

TO HELP PREPARE PRE-SERVICE TEACHERS FOR ADEQUATE HANDLING OF THE PHENOMENON OF CHANGE, SOME ASPECTS OF THE APPLICABILITY OF SENSITIVITY TRAINING TO PROCESSES OF CHANGE IN EDUCATION ARE DISCUSSED. OBJECTIVES OF SUCH TRAINING ARE GIVEN AS—(1) SELF-INSIGHT, (2) BETTER UNDERSTANDING OF OTHERS AND AWARENESS OF ONE'S IMPACT ON THEM, (3) BETTER UNDERSTANDING OF GROUP PROCESSES, (4) INCREASED RECOGNITION OF THE CHARACTERISTICS OF LARGER SOCIAL SYSTEMS, AND (5) GREATER AWARENESS OF THE DYNAMICS OF CHANGE. ONE TECHNIQUE FOR REALIZING THESE OBJECTIVES IS THE T-GROUP, A RELATIVELY UNSTRUCTURED SITUATION IN WHICH ALL MEMBERS ARE LEARNERS, AND WHERE DATA IS SIMULTANEOUSLY COLLECTED ON BEHAVIORAL TRANSACTIONS BETWEEN MEMBERS AND THE EXPERIENCE WHICH GENERATES SUCH BEHAVIOR. T-GROUP ACTIVITY FACILITATES THE PROCESS OF

CHANGE BY IMPROVING INTERACTION. IN A CLASSROOM SITUATION, T-GROUP ACTIVITY FOSTERS NEW ROLE CONCEPTS FOR STUDENTS AND TEACHERS (TEACHERS MOVE FROM DIRECTIVE TO INTEGRATIVE FUNCTION, STUDENTS MOVE FROM CONVERGENT TO DIVERGENT OPINIONS). THE PARTICULAR APPLICABILITY OF T-GROUP ACTIVITY TO SOCIAL STUDIES CLASSES DISCUSSED. PAPER PRESENTED AT EDUCATIONAL RESEARCH ASSOC. OF N.Y. STATE AND THE N.Y. STATE EDUCATION DEPARTMENT CONVOCATION (ALBANY, NOVEMBER 12-14, 1967). (AF)

ED 013 798

SP 001 315

AMIDON, EDMUND J. POWELL, EVAN
INTERACTION ANALYSIS AS A FEEDBACK SYSTEM IN TEACHER PREPARATION.

PUB DATE 66

EDRS PRICE MF-\$0.25 HC-\$0.60 13P.

DESCRIPTORS *COOPERATING TEACHERS, *INTERACTION PROCESS ANALYSIS, *LEARNING THEORIES, *STUDENT TEACHERS, *TEACHER SUPERVISION, BIBLIOGRAPHIES, ROKEACH DOGMATISM SCALE, STUDENT PERCEPTION OF TEACHER INFLUENCE SCALE, STUDENT TEACHER RELATIONSHIP, TEACHER BEHAVIOR, TEACHER EDUCATION, TEACHER EVALUATION, TEACHER RATING, TEACHING SITUATION REACTION TEST, VERBAL COMMUNICATION.

FOUR GROUPS OF 15 STUDENT TEACHERS EACH WERE USED TO TEST THE HYPOTHESIS THAT (A) THOSE TAUGHT INTERACTION ANALYSIS WOULD BE MORE INDIRECT (ACCEPTING OF PUPIL FEELINGS AND IDEAS, ENCOURAGING, QUESTIONING) AT THE END OF STUDENT TEACHING THAN THOSE TAUGHT LEARNING THEORY, AND (B) AMONG THOSE TAUGHT INTERACTION ANALYSIS, THOSE SUPERVISED BY INTERACTION ANALYSIS TRAINED COOPERATING TEACHERS WOULD BE MORE INDIRECT THAN THOSE SUPERVISED BY LEARNING THEORY TRAINED COOPERATING TEACHERS. CRITERION MEASURES CONSISTED OF THE DEPARTMENT OF SECONDARY EDUCATION TEST (PRE- AND POSTTESTS), RATINGS OF COLLEGE SUPERVISORS, RATINGS BY IMPARTIAL OBSERVERS AND INTERACTION ANALYSIS TRAINED OBSERVERS, THE STUDENT PERCEPTION OF TEACHER INFLUENCE SCALE, THE TEACHING SITUATION REACTION TEST (PRE- AND POSTTESTS), AND THE ROKEACH DOGMATISM SCALE. INCOMPLETE DATA SUGGESTS THAT STUDENT TEACHERS TRAINED IN INTERACTION ANALYSIS-TALKED LESS IN THE CLASSROOM, WERE MORE INDIRECT IN USE OF MOTIVATING AND CONTROLLING BEHAVIORS, WERE MORE INDIRECT IN OVERALL INTERACTION PATTERNS, USED MORE EXTENDED, INDIRECT (AND LESS EXTENDED DIRECT) INFLUENCE, USED MORE EXTENDED ACCEPTANCE OF STUDENT IDEAS. STUDENT TEACHERS WHOSE COOPERATING TEACHERS LEARNED INTERACTION ANALYSIS USED LEAST EXTENDED DIRECT INFLUENCE. PAPER REPRINTED FROM RATHS, JAMES AND LEEPER, ROBERT R. (EDS.), "THE SUPERVISOR-AGENT FOR CHANGE IN TEACHING," ASCD PUBLICATION, WASH., D.C. (AF)

ED 013 799

SP 001 316

HARRIS, BEN M.
STRATEGIES FOR INSTRUCTIONAL CHANGE-PROMISING IDEAS AND PERPLEXING PROBLEMS.

PUB DATE 66

EDRS PRICE MF-\$0.25 HC-\$0.52 11P.

DESCRIPTORS *CHANGE AGENTS, *EVALUATION, *LITERATURE REVIEWS, *MODELS, *SUPERVISORS, BEHAVIORAL SCIENCES, BIBLIOGRAPHIES, CURRICULUM DEVELOPMENT, ECONOMICS, INSERVICE PROGRAMS, INSTITUTIONAL ADMINISTRATION, SCHOOL ADMINISTRATION, SCHOOL SUPERVISION, SUPERVISORY METHODS.

SUPERVISION, BECAUSE IT COVERS A MULTIPLICITY OF TASKS PERFORMED IN NO FIXED LOCUS, ITS ALMOST IMMUNE TO SYSTEMATIC EVALUATION. ELABORATE DESCRIPTIVE STUDIES ARE NEEDED (POSSIBLY REPLICATIONS OF EDUCATIONAL ADMINISTRATION STUDIES) ON SUCH TOPICS AS RESISTANCE TO CHANGE AND SUPERVISOR-SUPERVISOR RELATIONSHIPS. THEORETICAL MODELS AND CONCEPTS WHICH CAN BE BORROWED FROM THE BEHAVIORAL SCIENCES AND ADAPTED TO INSTRUCTIONAL CHANGE INCLUDE-(1) PROGRAMMING CONCEPTS FOR WORKSHOP OR LABORATORY DESIGN, (2) SIMULATION TECHNIQUES, (3) A ROGERIAN MODEL OF PSYCHOTHERAPY AND LEARNING, (4) GROUP THERAPY AND ROLE PLAYING, (5) A CONCEPTION OF SCHOOL AND CLASSROOM PROGRAMS AS SOCIAL SYSTEMS (ROLE OF CHANGE AGENTS, DIFFUSION OF INNOVATIONS, ACCULTURATION PROCESS, STUDIES OF HUMAN VALUES), AND (6) THE ECONOMIC CONCEPTION OF ORGANIZATIONAL LIFE AS A FLOW OF RESOURCES (INCLUDING HUMAN ONES). RESISTANCE TO SUPERVISION TO CHANGE IS SEEN AS RELATED TO (A) THE ABSENCE OF RECOGNIZED CHANGE AGENTS IN THE SCHOOL, (B) THE DIFFICULTY OF EFFECTING CHANGE IN PEOPLE, (C) THE BUREAUCRATIC NATURE OF SCHOOL ADMINISTRATION, WHICH IS GEARED ALMOST EXCLUSIVELY TO MAINTENANCE, NOT CHANGE, PAPER REPRINTED FROM RATHS, JAMES AND LEEPER, ROBERT R. (EDS.), "THE SUPERVISOR-AGENT FOR CHANGE IN TEACHING," ASCD PUBLICATION, WASH., D.C. (AF)

ED 013 800

SP 001 317

WARD, TED W.
PROFESSIONAL INTEGRATION AND CLINICAL RESEARCH.

PUB DATE 66

EDRS PRICE MF-\$0.25 HC-\$1.20 28P.

DESCRIPTORS *BEHAVIOR PATTERNS, *DECISION MAKING SKILLS, *EDUCATIONAL RESEARCH, *LEARNING THEORIES, *TEACHING MODELS, BEHAVIOR THEORIES, BIBLIOGRAPHIES, CLASSROOM ENVIRONMENT, EDUCATIONAL STRATEGIES, INSTRUCTIONAL DESIGN, SIMULATION, TEACHER EDUCATION, TEACHING METHODS.

THE RATIONALE OF A CLINICAL APPROACH TO RESEARCH ON TEACHER BEHAVIOR IS SET FORTH TOGETHER WITH INDICATION OF DIFFICULTIES. IN ONE CLINICAL STUDY, RECORDS OF FOCUSED OBSERVATIONS OF TEACHER BEHAVIOR WERE REVIEWED BY A SPECIALIST IN LEARNING AND A SPECIALIST IN SOCIAL PSYCHOLOGY IN RELATION TO RESEARCH FROM THESE FIELDS. TEACHER DECISIONS PROVED CONSONANT WITH THAT EVIDENCE-HOWEVER, RESEARCH WAS FOUND ON LESS THAN HALF OF THE BEHAVIORS DESCRIBED. THE CONCEPTION OF TEACHING AS A COMPLEX OF DECISION MAKING IS BEING EXPLORED, WITH SELF-REPORT DATA FROM THE TEACHER WHO WAS OBSERVED. AN INS-

TRUCTIONAL PROBLEM SIMULATOR IS IN DEVELOPMENT USING SMALL-SCALE INSTRUCTIONAL DECISIONS FOR CONFRONTING FUTURE TEACHERS. THIS APPROACH TO TEACHER EDUCATION WILL PREVENT STUDENTS IN EARLY COURSES FROM FEELING A LACK OF REALITY. FIVE ASSUMPTIONS OF BEHAVIORAL THEORY INCLUDE-(1) (A) TEACHING IS A PROCESS IN WHICH ONE PERSON'S BEHAVIOR INDUCES CHANGE IN ANOTHER. (1) (B) TEACHING IS A GENERALIZED SET OF BEHAVIORS WHICH CAN BE EXAMINED AND EXPLAINED IN TERMS OF A GENERAL THEORY OF HUMAN BEHAVIOR. (2) TEACHER BEHAVIOR IS THE SINGULAR MODE OF EXPRESSING THE COMPOSITE OF BELIEFS, KNOWLEDGE, ATTITUDES, PERCEPTIONS AND ASPIRATIONS WHICH CONSTITUTE TEACHING IN ANY GIVEN SITUATION. (3) TEACHER BEHAVIOR CAN BE VIEWED AS BEING COMPRISED OF (A) RATIONAL ACTS, AND (B) NONRATIONAL ACTS. PAPER REPRINTED FROM RATHS, JAMES AND LEEPER, ROBERT R. (EDS.), "THE SUPERVISOR-AGENT FOR CHANGE IN TEACHING," ASCD PUBLICATION, WASH., D.C. (RP)

ED 013 801

SP 001 322

FINCHER, CAMERON
FACULTY PERCEPTIONS OF THE RESEARCH ENVIRONMENT.
GEORGIA UNIV., ATHENS, INST. OF HIGHER EDUCATION

PUB DATE 65

EDRS PRICE MF-\$0.25 HC-\$0.92 21P.

DESCRIPTORS *LIBERAL ARTS, *RESEARCH, *RESEARCH SKILLS, *TEACHER ATTITUDES, *TEACHER MOTIVATION, BIBLIOGRAPHIES, FACULTY EVALUATION, FACULTY PROMOTION, LITERATURE REVIEWS, QUESTIONNAIRES, RESEARCH NEEDS, TEACHER ROLE.

A REVIEW OF EARLIER STUDIES OF THE "FACTORS, CONDITIONS, AND SITUATIONS THAT IMPEDE OR FACILITATE RESEARCH PRODUCTIVITY IN THE ACADEMIC SETTING" IS FOLLOWED BY THE FINDINGS OF A PILOT STUDY "TAPPING FACULTY OPINIONS AND BELIEFS CONCERNING RESEARCH AND THE ENVIRONMENT IN WHICH IT IS CONDUCTED." 52 OF 81 FULL-TIME STAFF MEMBERS AT A SOUTHERN METROPOLITAN COLLEGE OF ARTS AND SCIENCES RESPONDED TO A QUESTIONNAIRE. NEARLY HALF THE RESPONDENTS CONSIDERED RESEARCH AS IMPORTANT AS TEACHING AND ANOTHER TWO OUT OF FIVE THOUGHT IT MORE IMPORTANT. NEARLY ALL THOUGHT RESEARCH ACTIVITY A MAJOR INFLUENCE ON INSTITUTIONAL GROWTH AND DEVELOPMENT. ALTHOUGH A MAJORITY PERCEIVED THEMSELVES AS POSSESSING THE NECESSARY SKILLS AND COMPETENCIES FOR RESEARCH, FEWER THAN HALF THOUGHT THEY WERE BETTER THAN AVERAGE IN PLANNING AND DEVELOPING RESEARCH PROJECTS. FEWER THAN ONE OUT OF THREE THOUGHT CONDUCTING INDEPENDENT RESEARCH A SOURCE OF REWARDS AT THEIR INSTITUTION AND MOST JUDGED THE FACILITIES AND RESOURCES FOR RESEARCH AT THEIR INSTITUTION TO BE INADEQUATE. MORE THAN HALF GAVE PRIORITY TO BASIC RESEARCH, AND MANY HOPED THAT LOCAL FACILITIES FOR RESEARCH COULD BE IMPROVED. AREAS FOR FURTHER INQUIRY INTO FACULTY PERCEPTIONS OF RESEARCH ARE SUGGESTED-FOR EXAMPLE, THE EXTENT TO WHICH THE LOCAL FINDINGS OF THE PRESENT STUDY ARE PARALLELED IN OTHER TYPES OF INSTITUTIONS. (AF)

ED 013 802

SP 001 325

LUECK, WILLIAM R.
PROFESSIONAL INSECURITIES OF PROSPECTIVE TEACHERS.

PUB DATE DEC 65

EDRS PRICE MF-\$0.25 HC-\$0.44 9P.

DESCRIPTORS *EDUCATIONAL PROBLEMS, *EFFECTIVE TEACHING, *METHODS COURSES, *TEACHER ATTITUDES, *TEACHER EDUCATION, COLLEGE STUDENTS, DISCIPLINE, EDUCATION MAJORS, LESSON PLANS, LITERATURE REVIEWS, STUDENT MOTIVATION, STUDY HABITS, TEACHER CHARACTERISTICS, TEACHER EVALUATION.

TO DETERMINE WHICH COMMON TEACHING PROBLEMS CAUSE THE GREATEST CONCERN OR INSECURITY AMONG PROSPECTIVE TEACHERS, 445 JUNIORS (243 IN 1962-63 AND 202 IN 1963-64) TAKING A SECONDARY SCHOOL METHODS COURSE WERE ASKED TO RANK TWELVE MAJOR PROBLEMS IN THE ORDER IN WHICH THEY CAUSED CONCERN. THE PROBLEMS WERE COMPILED FROM THOSE OCCURRING FREQUENTLY IN TEXTBOOKS ON METHODS OF TEACHING IN HIGH SCHOOL. IT WAS FOUND THAT (1) STUDENTS EXPRESSED THE GREATEST CONCERN OVER THE PROBLEMS OF CONDUCTING THE CLASS SESSION EFFECTIVELY, ASKING STIMULATING QUESTIONS, SUPERVISING STUDIES, (2) OTHER MAJOR PROBLEMS IN ORDER OF THEIR RANKING BY THE STUDENTS WERE (A) MOTIVATING STUDENT LEARNING, GETTING STUDENTS TO STUDY AND MASTER THEIR LESSONS, (B) TEACHING STUDENTS TO STUDY, INCLUDING HELPING THEM TO READ MORE EFFECTIVELY, REMEMBER LONGER AND DEVELOP BETTER WORK HABITS, (C) PLANNING FOR TEACHING, SUCH AS PLANNING COURSES, UNITS OF WORK AND DAILY ASSIGNMENTS, (D) ADJUSTING INSTRUCTION TO SLOW, AVERAGE, AND FAST LEARNERS, AND (E) ATTAINING AND MAINTAINING GOOD CLASSROOM DISCIPLINE. (3) A PROSPECTIVE TEACHER'S MAJOR SUBJECT HAS LITTLE INFLUENCE ON THE INADEQUACIES HE FEELS TOWARD THE GENERAL PROBLEMS OF TEACHING. (4) A COURSE IN METHODS OF TEACHING CAN CAUSE SIGNIFICANT CHANGES IN A STUDENT'S FEELINGS OF INADEQUACY TOWARD SOME (I.E. NUMBER 1, 2A, AND 2C ABOVE) BUT NOT ALL OF THE GENERAL TEACHING PROBLEMS. THIS ARTICLE IS PUBLISHED IN "TEACHERS COLLEGE JOURNAL," VOL. 37, NO. 3, DEC. 1965. (AW)

ED 013 803

SP 001 327

TREFFINGER, DONALD J. AND OTHERS
TEACHERS' ATTITUDES ABOUT CREATIVITY.

EDRS PRICE MF-\$0.25 HC-\$0.44 16P.

DESCRIPTORS *ADMINISTRATOR ATTITUDES, *CREATIVITY, *INSERVICE TEACHER EDUCATION, *LITERATURE REVIEWS, *TEACHER ATTITUDES, ADMINISTRATIVE PERSONNEL, BIBLIOGRAPHIES, CREATIVE THINKING, DIAGNOSTIC TESTS, LIKERT TYPE SCALE, PROBLEM SOLVING, RATING SCALES, TABLES (DATA), TEACHER IMPROVEMENT, TEACHER PROGRAMS.

TO DETERMINE THE EFFECTS OF AN IN-SERVICE PROGRAM ON TEACHERS' ATTITUDES ABOUT CREATIVITY, ABOUT 250 TEACHERS AND ADMINISTRATORS, FROM ALL GRADE LEVELS, IN A CITY OF ABOUT 20,000 IN NORTHERN NEW YORK ATTENDED A 4-DAY INSTITUTE IN CREATIVE PROBLEM-SOLVING. THE PROGRAM CON-

SISTED OF ONE-HOUR FORMAL PRESENTATIONS ON CURRENT THEORY AND RESEARCH IN CREATIVITY AND PROBLEM-SOLVING, AND DISCUSSIONS OF THE PRESENTATIONS. A 14-ITEM ATTITUDE SURVEY, UTILIZING BOTH A 5-POINT LIKERT-TYPE SCALE (STRONGLY AGREE OR DISAGREE) AND A RATING ON A 5-POINT SCALE OF THE TRUTH OF A STATEMENT WAS ADMINISTERED BEFORE AND AFTER THE PROGRAM. IT WAS FOUND THAT AFTER THE PROGRAM (A) MORE TEACHERS AGREED WITH THE STATEMENTS, (1) "THE CREATIVE CHILD IS NOT LIKELY TO BE WELL-LIKED BY HIS CLASSMATES," (2) "IT IS POSSIBLE TO IMPROVE STUDENTS' ABILITY TO THINK CREATIVELY AND TO SOLVE PROBLEMS," (3) "I COULD IDENTIFY THE CHILDREN IN MY CLASSROOM WHO ARE THE MOST CREATIVE," AND (4) "THERE IS A VERY THIN LINE BETWEEN THE VERY CREATIVE ACT AND THE PATHOLOGICAL," AND (B) MORE TEACHERS DISAGREED WITH THE STATEMENTS, (1) "OUR EFFORTS TO IMPROVE CREATIVITY ARE IN VAIN BECAUSE IT IS PROBABLY A NATIONAL STRENGTH," AND (2) "MOST PAPER AND PENCIL TESTS DO NOT REALLY MEASURE STUDENTS' CREATIVE ABILITIES." IT IS CONCLUDED THAT SUCH INSERVICE PROGRAMS ARE VALUABLE IN DEVELOPING INCREASED UNDERSTANDING OF CREATIVITY. (AW)

ED 013 804

TE 000 032

JENKINSON, EDWARD B. HAWLEY, JANE
STOUDER

TEACHING LITERATURE IN GRADES SEVEN THROUGH NINE. INDIANA UNIVERSITY ENGLISH CURRICULUM STUDY SERIES.

PUB DATE 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *CURRICULUM DEVELOPMENT, *ENGLISH INSTRUCTION, *JUNIOR HIGH SCHOOL STUDENTS, *LITERATURE GUIDES, COURSE CONTENT, DRAMA, EPICS, FICTION, FIGURATIVE LANGUAGE, INDIANA UNIVERSITY, INDUCTIVE METHODS, LITERATURE, LITERATURE PROGRAMS, MYTHOLOGY, NOVELS, POETRY, SEQUENTIAL APPROACH, SYMBOLS (LITERARY).

THE INDIANA UNIVERSITY ENGLISH CURRICULUM STUDY CENTER CREATED A SEQUENTIAL COURSE OF STUDY IN LITERATURE FOR GRADES SEVEN THROUGH NINE. A BASIC POETRY SEQUENCE, FOCUSING ON STUDENT RESPONSE TO POETRY, EMPHASIZES SOUND AND STORY IN GRADE SEVEN, IMAGE OR PICTURE IN GRADE EIGHT, AND METAPHOR AND TONE IN GRADE NINE. A COMPARATIVE STUDY OF THE DRAMA AND THE SHORT STORY, INITIATED IN GRADE SEVEN, INTRODUCES STUDENTS TO SHORT FICTION AND LEADS INTO THE STUDY OF TWO HISTORY PLAYS—"ABE LINCOLN IN ILLINOIS" AND "THE LAST DAYS OF LINCOLN"—IN GRADE EIGHT. SHAKESPEAREAN HISTORY PLAYS—"RICHARD III" AND "HENRY V"—ARE STUDIED IN GRADE NINE. NOVELS SELECTED FOR STUDY IN GRADES SEVEN THROUGH NINE ARE LIKEWISE ARRANGED IN A SEQUENCE OF DIFFICULTY, BEGINNING WITH "...AND NOW MIGUEL" AND ENDING WITH "TO KILL A MOCKINGBIRD," SO THAT SUCCEEDING WORKS BUILD UP ON PREVIOUS ONES. INCLUDED ARE CRITICAL GENERALIZATIONS OF SELECTED WORKS AND SUGGESTED METHODS OF INSTRUCTION, MAINLY INDUCTIVE. TWO UNITS—A CLASSICAL MYTHOLO-

GY UNIT IN GRADE EIGHT AND "THE ODYSSEY" IN GRADE NINE—ARE DESIGNED TO ACQUAINT STUDENTS WITH LITERARY SYMBOL AND ALLUSION. THIS DOCUMENT IS AVAILABLE FOR \$2.65 FROM THE INDIANA UNIVERSITY PRESS, BLOOMINGTON, INDIANA 47401. (JB)

ED 013 805

24

TE 000 047

OLSON, PAULA.

A CURRICULUM STUDY CENTER IN ENGLISH. FINAL REPORT.

NEBRASKA UNIV., LINCOLN, CURRICULUM DEV. CTR.

REPORT NUMBER CRP-H-001

PUB NUMBER BR-5-0380

PUB DATE SEP 67

CONTRACT OEC-SAE-2-10-119

EDRS PRICE MF-\$0.50 HC-\$4.45 115P.

DESCRIPTORS *COMPOSITION (LITERARY), *CURRICULUM DEVELOPMENT, *ENGLISH INSTRUCTION, *LANGUAGE, *LITERATURE, COMPOSITION SKILLS (LITERARY), CURRICULUM EVALUATION, CURRICULUM RESEARCH, ELEMENTARY SCHOOLS, ENGLISH CURRICULUM, INSTRUCTIONAL MATERIALS CENTERS, JUNIOR HIGH SCHOOLS, NEBRASKA CURRICULUM DEVELOPMENT CENTER, RHETORIC, SENIOR HIGH SCHOOLS, SPIRAL CURRICULUM.

THE NEBRASKA CURRICULUM DEVELOPMENT CENTER (NCDC) ENDEAVORED TO CREATE AN INTEGRATED CURRICULUM IN ENGLISH FOR KINDERGARTEN THROUGH 13 BASED UPON LANGUAGE, LITERATURE, AND COMPOSITION. THE NCDC RECRUITED A CROSS-SECTION OF THE SCHOLARLY AND SCHOOL COMMUNITY TO DEVELOP, TEST, AND EVALUATE THIS CURRICULUM, AND TO CONDUCT RESEARCH AND DEVISE MATERIALS IN THE FOLLOWING AREAS—(1) CLASSICAL RHETORIC, (2) THE POSSIBILITY OF FORMULATING A NEW RHETORIC, (3) THE RELATIONSHIP OF THE TEACHING OF COMPOSITION TO THE STUDY OF STRUCTURAL AND TRANSFORMATIONAL GRAMMAR, (4) THE RELATIONSHIP OF THE CLOSE READING OF LITERATURE TO THE TEACHING OF COMPOSITION, (5) CRITERIA AND TESTS FOR MEASURING EXCELLENCE IN COMPOSITION, (6) LEVELS OF STUDENT MATURITY AT WHICH BASIC COMPOSITION "HABITS" ARE FORMED, AND (7) CRITERIA FOR THE CORRECTION OF THEMES. THE PROGRAM WHICH WAS CREATED IS A SPIRAL CURRICULUM BASED UPON LANGUAGE-AND-COMPOSITION AND LITERATURE-AND-COMPOSITION UNITS FOR KINDERGARTEN THROUGH 12. IT IS DESIGNED TO DEVELOP AN UNDERSTANDING OF BASIC CONCEPTS IN INCREASINGLY GREATER DEPTH YEAR BY YEAR. THE ELEMENTARY CURRICULUM EMPHASIZES THE STUDY OF LITERATURE, OFTEN READ ORALLY, INCLUDING RELATED WORK IN LANGUAGE AND COMPOSITION. AT THE SECONDARY LEVEL, THE EMPHASIS SHIFTS FROM THE ORAL TO THE WRITTEN, AND IS ON THE STUDY OF BOTH LITERATURE AND LANGUAGE AND WHAT CAN BE LEARNED ABOUT WRITING FROM SUCH STUDIES. RESULTS OF AN EVALUATION OF THE ELEMENTARY PROGRAM ARE ENCOURAGING. HOWEVER, MORE EXTENSIVE STUDIES IN BOTH THE ELEMENTARY SCHOOL AND HIGH SCHOOL ARE NEEDED. (A MAJOR PORTION OF THE REPORT PRESENTS AN OVERVIEW OF THE ENTIRE NEBRASKA ENGLISH CURRICULUM.) (JB)

ED 013 806 24 *TE 000 048
A CURRICULUM FOR ENGLISH, GRADE 1,
UNITS 1-12.
NEBRASKA UNIV., LINCOLN, CURRICU-
LUM DEV. CTR.
PUB DATE 66
CONTRACT OEC-2-10-119
EDRS PRICE MF-\$9.75 HC NOT AVAILABLE
FROM EDRS. 131P.

DESCRIPTORS *CURRICULUM GUIDES,
*ENGLISH CURRICULUM, *ENGLISH IN-
STRUCTION, *GRADE 1, *LITERATURE,
BIOGRAPHIES, CHILDRENS BOOKS, COM-
POSITION SKILLS (LITERARY), FABLES,
FICTION, FOLKLORE BOOKS, INSTRU-
CTIONAL MATERIALS, LANGUAGE, LITER-
ARY ANALYSIS, MYTHOLOGY, NEBRASKA
CURRICULUM DEVELOPMENT CENTER,
ORAL READING, POETRY.

THE NEBRASKA ELEMENTARY EN-
GLISH CURRICULUM IS BASED ON THE
PREMISE THAT DESIRE TO READ, UNDER-
STANDING OF ONE'S NATIVE LANGUAGE,
AND COMPETENCE IN COMPOSITION DE-
VELOP FROM A CONTINUING EXPOSURE
TO LITERATURE OF SUPERIOR QUALITY.
THE SEQUENCE OF LITERARY WORKS
AND ANALOGOUS COMPOSITIONS LEADS
THE CHILD FROM AN APPREHENSION OF
THE "MYTHIC" AND ANTHROPOMORPHIC
TO AN AWARENESS OF THE REALISTIC
AND ANALYTIC. AN ORAL APPROACH TO
LITERATURE IS STRESSED. CHILDREN
ARE ENCOURAGED NOT ONLY TO ENJOY
AND UNDERSTAND WHAT IS READ, BUT
ALSO TO MANIPULATE LANGUAGE DE-
VICES THEMSELVES THROUGH ORAL STOR-
YTELLING AND WRITTEN COMPOSITION.
LITERATURE IS CLASSIFIED IN ONE OF
NINE "PSEUDO-GENRES"—FOLK TALES,
FANCIFUL TALES, ANIMAL STORIES, AD-
VENTURE STORIES, MYTHS, FABLES,
OTHER LANDS AND PEOPLES, BIOGRA-
PHIES, AND HISTORICAL FICTION. EACH
OF THE 70 UNITS IN THE SIX GRADES CON-
TAINS (1) INTRODUCTORY MATERIALS
OUTLINING OBJECTIVES OF THE UNIT
AND RELATING IT TO OTHER UNITS, (2)
BACKGROUND MATERIALS ABOUT AU-
THORS, CHARACTERS, THEMES, AND
STYLE, (3) SUGGESTIONS FOR INDUCTIVE
TEACHING PROCEDURES, (4) RELATED
COMPOSITION, LANGUAGE, AND POETRY
EXERCISES AND ASSIGNMENTS, (5) BI-
BIOGRAPHIES FOR STUDENTS AND
TEACHERS, AND (6) LISTS OF AUDIOVI-
SUAL AIDS. IN GRADE ONE, CHILDREN
ARE INTRODUCED TO LITERATURE IN
ALL "PSEUDO-GENRES" EXCEPT HISTORI-
CAL FICTION. TEACHING PROCEDURES
EMPHASIZE IDENTIFICATION OF REPETI-
TIVE SITUATION AND WORD PATTERNS
IN LITERATURE AND RECOGNITION OF
MEANING IN SIMPLE STORY FORMS.
DRAWING UPON WHAT THEY LEARN
FROM CLASS READING AND THEIR EX-
PLORATIONS IN LANGUAGE, CHILDREN
ARE THEN ABLE TO DRAMATIZE SCENES
AND COMPOSE STORIES OF THEIR OWN.
THIS MANUAL IS AVAILABLE FROM THE
UNIVERSITY OF NEBRASKA PRESS, 215
NEBRASKA HALL, LINCOLN, NEBRASKA
68508. (SEE ALSO TE 000 054 AND TE 000 055.)
(JB)

ED 013 807 24 TE 000 049
A CURRICULUM FOR ENGLISH, GRADE 2,
UNITS 13-22.
NEBRASKA UNIV., LINCOLN, CURRICU-
LUM DEV. CTR.
PUB DATE 66
CONTRACT OEC-2-10-119
EDRS PRICE MF-\$9.50 HC NOT AVAILABLE
FROM EDRS. 111P.

DESCRIPTORS *CURRICULUM GUIDES,
*ENGLISH CURRICULUM, *ENGLISH IN-
STRUCTION, *GRADE 2, *LITERATURE,
BIOGRAPHIES, CHILDRENS BOOKS, COM-
POSITION SKILLS (LITERARY), FABLES,
FICTION, FOLKLORE BOOKS, INSTRU-
CTIONAL MATERIALS, LANGUAGE, LITER-
ARY ANALYSIS, MYTHOLOGY, NEBRASKA
CURRICULUM DEVELOPMENT CENTER,
ORAL READING, POETRY.

IN THE NEBRASKA ENGLISH CURRICU-
LUM FOR GRADE TWO, DEVELOPMENT OF
A SENSE OF LANGUAGE USAGE AND OF
NARRATIVE FORM AND PLOT IS
STRESSED. SUCH CLASSIC FOLK TALES AS
"LITTLE RED RIDING HOOD" AND "THE
THREE BEARS" POINT OUT THE REPETI-
TION OF PLOT STRUCTURE AND LANGU-
AGE FOUND IN STORIES. FUN WITH
LANGUAGE FORMS IS ENCOURAGED
THROUGH THE READING OF "JUST SO
STORIES," AND AN UNDERSTANDING OF
THE MYTH IS FURTHERED IN "THE GOL-
DEN TOUCH." THREE AESOP FABLES ARE
PRESENTED FOR SIMPLE ANALYSIS OF
COMMON DEVICES AND PATTERNS USED
IN FABLES. MOREOVER, SEVERAL DR.
SEUSS STORIES AND TWO ADVENTURE
TALES—"BLAZE AND THE FOREST FIRE"
AND "THE BEARS ON HEMLOCK
MOUNTAIN"—HELP STUDENTS PERCEIVE
BOTH REAL AND FANCIFUL VIEWS OF
REALITY. "CROW BOY" AND "CAROLINE
AND HER KETTLE NAMED MAUD" ILLU-
STRATE HOW CHILDREN TODAY SHARE
UNIVERSAL EXPERIENCES AND PROBLEMS
WITH CHILDREN OF DIFFERENT
CULTURES AND DIFFERENT TIMES. AS
CHILDREN BECOME FAMILIAR WITH LIT-
ERARY METHODS AND BEGIN TO RECOG-
NIZE RHYTHMIC AND PHONOLOGICAL
PATTERNS IN COMPOSITIONS, THEY ARE
ABLE TO CREATE STORIES OF THEIR
OWN, USING AS MODELS THE LITERA-
TURE READ IN CLASS. THIS MANUAL IS
AVAILABLE FROM THE UNIVERSITY OF
NEBRASKA PRESS, 215 NEBRASKA HALL,
LINCOLN, NEBRASKA 68508. (SEE ALSO TE
000 048, TE 000 054, AND TE 000 055.) (JB)

ED 013 808 TE 000 050
A CURRICULUM FOR ENGLISH, GRADE 3,
UNITS 23-33.
NEBRASKA UNIV., LINCOLN, CURRICU-
LUM DEV. CTR.
PUB DATE 66
CONTRACT OEC-2-10-119
EDRS PRICE MF-\$9.75 HC NOT AVAILABLE
FROM EDRS. 150P.

DESCRIPTORS *CURRICULUM GUIDES,
*ENGLISH CURRICULUM, *ENGLISH IN-
STRUCTION, *GRADE 3, *LITERATURE,
BIOGRAPHIES, CHILDRENS BOOKS, COM-
POSITION SKILLS (LITERARY), FABLES,
FICTION, FOLKLORE BOOKS, INSTRU-
CTIONAL MATERIALS, LANGUAGE, LITER-
ARY ANALYSIS, MYTHOLOGY, NEBRASKA
CURRICULUM DEVELOPMENT CENTER,
ORAL READING, POETRY.

THE NEBRASKA ENGLISH CURRICU-
LUM FOR GRADE THREE CONTINUES TO
CENTER ON THE READING OF LITERA-
TURE, WITH RELATED LANGUAGE AND
COMPOSITION ACTIVITIES. TO STRENGTH-
EN CHILDREN'S AWARENESS OF THE
ORAL AND REPETITIVE PATTERNS IN
FOLK LITERATURE AND OF THE LITER-
ARY PURPOSES OF THESE DEVICES, SEV-
ERAL GRIMM FAIRY TALES ARE READ
AND THEN COMPARED WITH MODERN
STORIES—"MADELINE" AND "THE FIVE
CHINESE BROTHERS," FOR EXAMPLE—
WHICH CONTAIN A SERIES OF PARALLEL
ELEMENTS. SEVERAL ANIMAL STORIES

ARE ANALYZED FOR SUCH STYLISTIC
FEATURES AS REPETITION, ALLITERAT-
ION, AND ONOMATOPOEIA. "THE BLIND
COLT" IS READ FOR ITS REALISTIC
TREATMENT OF ANIMALS AND ITS USE
OF WORDS THAT APPEAL TO THE SENSES.
"WINNIE THE POOH" AND "MR. POPPER'S
PENGUINS" ILLUSTRATE CONFLICT AND
COMIC ADVENTURE IN STORIES. THREE
GREEK MYTHS AND THE TALKING BEAST
FABLES OF CHAUCER AND THE BROTHERS
GRIMM HELP CHILDREN TO UNDER-
STAND THE MYTH AND THE FABLE AS
CONSCIOUS LITERARY CLASSIFICATIONS
AND AS PART OF OUR CULTURAL HERIT-
AGE. "THE RED BALLOON" EXEMPLIFIES
THE UNIVERSALITY OF HUMAN EMOTI-
ON, WHEREAS "THE COURAGE OF SARAH
NOBLE" AND THE BIOGRAPHY, "COLUM-
BUS AND HIS BROTHERS," ACQUAINT
CHILDREN WITH HISTORICAL THEMES.
THIS MANUAL IS AVAILABLE FROM THE
UNIVERSITY OF NEBRASKA PRESS, 215
NEBRASKA HALL, LINCOLN, NEBRASKA
68508. (SEE ALSO TE 000 048, TE 000 054, AND
TE 000 055.) (JB)

ED 013 809 24 TE 000 051
A CURRICULUM FOR ENGLISH, GRADE 4,
UNITS 34-44.
NEBRASKA UNIV., LINCOLN, CURRICU-
LUM DEV. CTR.
PUB DATE 66
CONTRACT OEC-2-10-119
EDRS PRICE MF-\$9.75 HC NOT AVAILABLE
FROM EDRS. 151P.

DESCRIPTORS *CURRICULUM GUIDES,
*ENGLISH CURRICULUM, *ENGLISH IN-
STRUCTION, *GRADE 4, *LITERATURE,
BIOGRAPHIES, CHILDRENS BOOKS, COM-
POSITION SKILLS (LITERARY), EPICS,
FABLES, FICTION, FOLKLORE BOOKS, IN-
STRUCTIONAL MATERIALS, LANGUAGE,
LITERARY ANALYSIS, MYTHOLOGY, NE-
BRASKA CURRICULUM DEVELOPMENT
CENTER, POETRY.

GRADE FOUR OF THE NEBRASKA EN-
GLISH CURRICULUM EXTENDS AND
REINFORCES CONCEPTS INTRODUCED IN
PREVIOUS GRADES. AMERICAN FOLK LI-
TERATURE, WITH ITS HEROES EXEMPLIFY-
ING HEROIC QUALITIES OF THE CULTURE,
IS STUDIED FOR ITS APPEAL TO
STUDENTS AND ITS USE OF DESCRIPTIVE
AND FIGURATIVE LANGUAGE. EFFECTIVE
USE OF PHONOLOGICAL PATTERNS
IS ILLUSTRATED IN "CHARLOTTE'S WEB"
AND "BRIGHTLY OF GRAND CANYON." IN
"HOMER PRICE," FABULOUS AND PLAUSI-
BLE ADVENTURES ARE CONTRASTED
AND PLOT PATTERN IS ANALYZED TO
POINT TOWARD THE STUDY OF THE MOD-
ERN EPIC FORM. "HIAWATHA'S FASTING"
AND THREE GREEK MYTHS EXPRESS-
ING THE MORAL IDEALISM OF TWO CULT-
URES ARE USED TO FURTHER
CHILDREN'S KNOWLEDGE OF THE MYTH.
THE READING OF AESOP'S FABLES,
STUDIED MORE ANALYTICALLY HERE
THAN IN PREVIOUS FABLE UNITS, LEADS
TO THE CHILDREN'S DRAMATIZATIONS
OF STORIES WITH MORALS. "A BROTHER
FOR THE ORPHELINES" POINTS OUT SIMI-
LARITIES IN EMOTIONS AND BEHAVIOR
OF CHILDREN OF DIFFERENT CULTURES.
FINALLY, TWO BIOGRAPHIES—"WILLA"
AND "LEIF THE LUCKY"—ARE READ FOR
THEIR SIMPLE AND ACCURATE PRESEN-
TATION OF FACT, THEIR VIVID CHARAC-
TERIZATIONS, THEIR PORTRAYAL OF
THE PASSAGE OF TIME, AND THEIR REVE-
LATION OF EVERY SIDE OF A SUBJECT.
THIS MANUAL IS AVAILABLE FROM THE
UNIVERSITY OF NEBRASKA PRESS, 215

NEBRASKA HALL, LINCOLN, NEBRASKA 68508. (SEE ALSO TE 000 048, TE 000 054, AND TE 000 055.) (JB)

ED 013 810 24 TE 000 052
A CURRICULUM FOR ENGLISH, GRADE 5, UNITS 45-57.

NEBRASKA UNIV., LINCOLN, CURRICULUM DEV. CTR.

PUB DATE 66

CONTRACT OEC-2-10-119

EDRS PRICE MF-40.75 HC NOT AVAILABLE FROM EDRS. 196P.

DESCRIPTORS *CURRICULUM GUIDES, *ENGLISH CURRICULUM, *ENGLISH INSTRUCTION, *GRADE 5, *LITERATURE, BIOGRAPHIES, CHILDRENS BOOKS, COMPOSITION SKILLS (LITERARY), FABLES, FICTION, FOLKLORE BOOKS, INSTRUCTIONAL MATERIALS, LANGUAGE, LITERARY ANALYSIS, MYTHOLOGY, NEBRASKA CURRICULUM DEVELOPMENT CENTER, POETRY, SYMBOLS (LITERARY).

THE NEBRASKA ENGLISH CURRICULUM FOR GRADE FIVE CONTINUES THE PRESENTATION OF LITERARY TECHNIQUES USED TO PRODUCE WORKS OF IMAGINATION. IN "TALL TALE AMERICAN," RAPUNZEL," AND OTHER FAIRY TALES, THE AMERICAN AND EUROPEAN FOLK TRADITIONS ARE COMPARED FOR COMMON STYLISTIC AND STRUCTURAL DEVICES. A MORE COMPLEX USE OF TECHNIQUES USED IN FANCIFUL STORIES IS SEEN IN THE FAIRY TALES OF C.S. LEWIS AND HANS CHRISTIAN ANDERSEN AND IN "THE BIDPAI FABLES" AND "JATAKA TALES" FROM INDIA. "THE DOOR IN THE WALL" PROVIDES AN INTRODUCTION TO THE STUDY OF SYMBOLISM. BUILDING UPON PREVIOUS GRADE-LEVEL UNITS, THE READING OF FIVE GREEK MYTHS FURTHERS STUDENTS' UNDERSTANDING OF MYTHIC THOUGHT AND PATTERNS, AND "THE MERRY ADVENTURES OF ROBIN HOOD" PREPARES CHILDREN FOR A LATER STUDY OF EPIC FORM. THE RELATIONSHIP BETWEEN SUBJECT MATTER AND THEME IS SEEN IN "KING OF THE WIND" AND "THE ISLAND OF THE BLUE DOLPHINS." "CHILDREN OF THE COVERED WAGON" AND "THIS DEAR BOUGHT LAND" ENHANCE CHILDREN'S AWARENESS OF THEIR HISTORICAL HERITAGE. IN ADDITION, "DR. GEORGE WASHINGTON CARVER, SCIENTIST" IS READ TO STUDY A LITERARY TYPE AND TO ENABLE STUDENTS TO ASSESS THE PERSONAL QUALITIES OF A CHARACTER IN LITERATURE. THIS MANUAL IS AVAILABLE FROM THE UNIVERSITY OF NEBRASKA PRESS, 215 NEBRASKA HALL, LINCOLN, NEBRASKA 68508. (SEE ALSO TE 000 048, TE 000 054, AND TE 000 055.) (JB)

ED 013 811 24 TE 000 053
A CURRICULUM FOR ENGLISH, GRADE 6, UNITS 58-70.

NEBRASKA UNIV., LINCOLN, CURRICULUM DEV. CTR.

PUB DATE 66

CONTRACT OEC-2-10-119

EDRS PRICE MF-41.00 HC NOT AVAILABLE FROM EDRS. 243P.

DESCRIPTORS *CURRICULUM GUIDES, *ENGLISH CURRICULUM, *ENGLISH INSTRUCTION, *GRADE 6, *LITERATURE, BIOGRAPHIES, CHILDRENS BOOKS, COMPOSITION SKILLS (LITERARY), FABLES, FOLKLORE BOOKS, INSTRUCTIONAL MATERIALS, LANGUAGE, LITERARY ANALYSIS, MYTHOLOGY, NEBRASKA CURRICULUM DEVELOPMENT CENTER, NOVELS, POETRY, SYMBOLS (LITERARY).

THE HISTORICAL DIMENSIONS OF THE ENGLISH LANGUAGE AND OF THE DEVELOPMENT OF GRAMMAR AND VOCABULARY. THE TEACHER CAN BUILD ON THE CHILDREN'S INTUITIVE GRASP OF LANGUAGE FORMS BY OFFERING THEM SELECTED LANGUAGE SAMPLES AND ALLOWING THEM TO DISCOVER INDUCTIVELY THE STRUCTURE AND FUNCTION OF LANGUAGE. CHAPTERS ON PHONOLOGY, MORPHOLOGY, FORM CLASSES, SYNTAX, AND THE NATURE OF THE LANGUAGE CONTAIN--(1) AN EXPLANATION OF EACH DIVISION OF LANGUAGE STUDY, (2) A STATEMENT OF OBJECTIVES, (3) EXERCISES AND LANGUAGE GAMES APPROPRIATE TO EACH OF THE SIX GRADE LEVELS, AND (4) INDUCTIVE DISCUSSION QUESTIONS. INCLUDED ALSO ARE CHAPTERS ON DICTIONARY SKILLS, AMERICAN DIALECTS, THE HISTORY OF THE ENGLISH LANGUAGE, AND LANGUAGE USAGE AND STYLE OF SPEAKING. THIS MANUAL IS AVAILABLE FROM THE UNIVERSITY OF NEBRASKA PRESS, 215 NEBRASKA HALL, LINCOLN, NEBRASKA 68508. (JB)

GRADE-SIX UNITS OF THE NEBRASKA ENGLISH CURRICULUM CULMINATE THE ELEMENTS OF ALL PREVIOUS UNITS AND POINT TOWARD A MORE ANALYTICAL STUDY OF LITERATURE. "THE SEVEN VOYAGES OF SINBAD" IS USED TO REVIEW THE FOLK-TALE "PSEUDO-GENRE." LEWIS CARROLL'S "ALICE" STORIES AND "A WRINKLE IN TIME" ILLUSTRATE THE FANCIFUL TALE AT ITS BEST. "BIG RED" COMPLETES THE UNITS ON ANIMAL STORIES, AND "THE ADVENTURES OF TOM SAWYER" INTRODUCES THE BASIC NOVEL FORM. A STUDY OF NORSE MYTHS REITERATES DEVICES USED IN MYTHS AND PRESENTS THE FIRST SERIOUS STUDY OF MYTHOLOGY AS LITERATURE. "THE HOBBIT," WITH TOLKIEN'S USE OF MYTHIC CHARACTERS AND CONCEPTIONS, ILLUSTRATES MANY LEVELS OF SYMBOLIC MEANING. "THE WIND IN THE WILLOWS," AN EPIC FABLE, INTRODUCES A SATIRIC, HUMOROUS, AND ALLEGORICAL REPRESENTATION OF SOCIETY. THE STORIES OF KING ARTHUR AND ULYSSES, BUILT AROUND A SINGLE HERO, POINT TO THE PLACE OF THE HERO IN THE EPIC FORM. CULTURES OUTSIDE THE CHILDREN'S EXPERIENCE ARE SEEN IN "THE SECRET OF THE ANDES" AND "HANS BRINKER." A BIOGRAPHY, "CARTIER SAILS THE ST. LAWRENCE," ENHANCES BOTH LITERATURE AND HISTORY THROUGH ITS INCLUSION OF EXCERPTS FROM LOGBOOKS. THE FINAL UNIT, ON THE POEMS OF ROBERT FROST, DEMONSTRATES SOME OF THE BASIC TOOLS NECESSARY FOR THE READING AND UNDERSTANDING OF POETRY. THIS MANUAL IS AVAILABLE FROM THE UNIVERSITY OF NEBRASKA PRESS, 215 NEBRASKA HALL, LINCOLN, NEBRASKA 68508. (SEE ALSO TE 000 048, TE 000 054, AND TE 000 055.) (JB)

ED 013 812 24 TE 000 054
A CURRICULUM FOR ENGLISH, LANGUAGE EXPLORATIONS FOR THE ELEMENTARY GRADES.

NEBRASKA UNIV., LINCOLN, CURRICULUM DEV. CTR.

PUB DATE 66

CONTRACT OEC-2-10-119

EDRS PRICE MF-41.00 HC NOT AVAILABLE FROM EDRS. 202P.

DESCRIPTORS *CURRICULUM GUIDES, *ELEMENTARY GRADES, *ENGLISH INSTRUCTION, *LANGUAGE, *TEACHING GUIDES, DIALECTS, HISTORY, INSTRUCTIONAL MATERIALS, LANGUAGE DEVELOPMENT, LANGUAGE GUIDES, LANGUAGE LEARNING LEVELS, LANGUAGE PATTERNS, LANGUAGE SKILLS, LINGUISTICS, MORPHOLOGY (LANGUAGES), NEBRASKA CURRICULUM DEVELOPMENT CENTER, PHONOLOGY, SYNTAX.

A SEPARATE LANGUAGE MANUAL FOR THE NEBRASKA ELEMENTARY ENGLISH CURRICULUM SUPPLEMENTS THE LANGUAGE-EXPLORATION SECTIONS OF THE UNITS IN GRADES ONE THROUGH SIX. THIS RESOURCE MANUAL PROVIDES AN INTRODUCTION TO MODERN LANGUAGE STUDY AND DESCRIBES ITS APPLICATION TO THE LANGUAGE LEARNING LEVELS OF CHILDREN. BY THE TIME CHILDREN ENTER JUNIOR HIGH SCHOOL, THEY SHOULD BE ABLE TO (1) PERCEIVE ENGLISH AS A WORD-ORDER LANGUAGE, (2) RECOGNIZE ITS SOUND PATTERNS, AND (3) COMPREHEND THE WAYS IN WHICH PUNCTUATION CLARIFIES WRITTEN DISCOURSE. IN ADDITION, THEY SHOULD HAVE SOME KNOWLEDGE OF

THE HISTORICAL DIMENSIONS OF THE ENGLISH LANGUAGE AND OF THE DEVELOPMENT OF GRAMMAR AND VOCABULARY. THE TEACHER CAN BUILD ON THE CHILDREN'S INTUITIVE GRASP OF LANGUAGE FORMS BY OFFERING THEM SELECTED LANGUAGE SAMPLES AND ALLOWING THEM TO DISCOVER INDUCTIVELY THE STRUCTURE AND FUNCTION OF LANGUAGE. CHAPTERS ON PHONOLOGY, MORPHOLOGY, FORM CLASSES, SYNTAX, AND THE NATURE OF THE LANGUAGE CONTAIN--(1) AN EXPLANATION OF EACH DIVISION OF LANGUAGE STUDY, (2) A STATEMENT OF OBJECTIVES, (3) EXERCISES AND LANGUAGE GAMES APPROPRIATE TO EACH OF THE SIX GRADE LEVELS, AND (4) INDUCTIVE DISCUSSION QUESTIONS. INCLUDED ALSO ARE CHAPTERS ON DICTIONARY SKILLS, AMERICAN DIALECTS, THE HISTORY OF THE ENGLISH LANGUAGE, AND LANGUAGE USAGE AND STYLE OF SPEAKING. THIS MANUAL IS AVAILABLE FROM THE UNIVERSITY OF NEBRASKA PRESS, 215 NEBRASKA HALL, LINCOLN, NEBRASKA 68508. (JB)

ED 013 813 24 TE 000 055
A CURRICULUM FOR ENGLISH, POETRY FOR THE ELEMENTARY GRADES.

NEBRASKA UNIV., LINCOLN, CURRICULUM DEV. CTR.

PUB DATE 66

CONTRACT OEC-2-10-119

EDRS PRICE MF-41.00 HC NOT AVAILABLE FROM EDRS. 224P.

DESCRIPTORS *CURRICULUM GUIDES, *ELEMENTARY GRADES, *ENGLISH INSTRUCTION, *POETRY, *TEACHING GUIDES, CHORAL SPEAKING, COMPOSITION (LITERARY), FIGURATIVE LANGUAGE, INSTRUCTIONAL MATERIALS, LANGUAGE, LANGUAGE PATTERNS, LITERARY ANALYSIS, LITERATURE, NEBRASKA CURRICULUM DEVELOPMENT CENTER, ORAL READING, PHONOLOGY, SYNTAX.

MATERIALS FOR THE NEBRASKA ELEMENTARY ENGLISH CURRICULUM INCLUDE AN ANCILLARY POETRY MANUAL FOR GRADES ONE THROUGH SIX. ATTENTION IS GIVEN TO INCREASING THE CHILD'S PLEASURE IN POETRY, BROADENING HIS KNOWLEDGE OF POETRY, AND HELPING HIM TO EXPRESS HIMSELF MORE CREATIVELY. CHILDREN ARE ENCOURAGED FIRST TO ENJOY THE READING OF POEMS AND THEN TO PERCEIVE PARTICULAR POETIC TECHNIQUES. THE TEACHER IS ENCOURAGED TO READ POETRY ALOUD AND TO DISCUSS WITH CHILDREN, AT THEIR LEVEL OF UNDERSTANDING, THE MEANING, SYNTAX, IMAGERY, AND RHYTHMIC AND RHYMING PATTERNS IN POEMS. THE MANUAL INCLUDES--(1) A DISCUSSION OF ELEMENTS CHARACTERISTIC OF GOOD POETRY AND STANDARDS BY WHICH TO JUDGE GOOD POETRY FOR CHILDREN AND BY CHILDREN, (2) SAMPLE LESSON PLANS FOR EACH GRADE LEVEL, (3) AN INDEXED ANTHOLOGY OF 200 CHILDREN'S POEMS WRITTEN BY CHILDREN AND BY EMINENT POETS OF MANY CULTURES FROM ANCIENT TO MODERN TIMES, (4) A LIST OF POEMS, ARRANGED BY GRADE LEVEL AND SUBJECT, FOUND IN THE TWO CORE POETRY TEXTS USED IN THE ELEMENTARY GRADES, (5) A BIBLIOGRAPHY OF USEFUL BOOKS RELATED TO THE STUDY OF POETRY, AND (6) A LIST OF SELECTED RECORDINGS OF POETRY READINGS. THIS MANUAL IS AVAILABLE FROM THE UNIVERSITY OF NEBRASKA PRESS, 215 NEBRASKA HALL, LINCOLN, NEBRASKA 68508. (JB)

ED 013 814

TE 000 056

EVERTTS, ELDONNA AND OTHERS

THE NEBRASKA STUDY OF THE SYNTAX OF CHILDREN'S WRITING, 1964-65, VOLUME I. NEBRASKA UNIV., LINCOLN, CURRICULUM DEV. CTR.

PUB DATE JUL 67

EDRS PRICE MF-\$0.75 HC-\$5.84 144P.

DESCRIPTORS *COMPOSITION (LITERARY), *ELEMENTARY GRADES, *ENGLISH INSTRUCTION, *STATISTICAL ANALYSIS, *SYNTAX, LINGUISTICS, NEBR. INSTRUMENT FOR SYNTACTIC ANALYSIS, NEBRASKA CURRICULUM DEVELOPMENT CENTER, RESEARCH PROJECTS, WRITTEN LANGUAGE.

THE NEBRASKA CURRICULUM DEVELOPMENT CENTER'S STUDY OF THE SYNTAX OF CHILDREN'S WRITING ATTEMPTED TO ASCERTAIN (1) THE PROGRESSIVE NUMBER OF SENTENCE UNITS WRITTEN BY STUDENTS IN GRADES TWO THROUGH SIX, (2) LEVELS OF STRUCTURAL COMPLEXITY IN CHILDREN'S WRITING, (3) SYNTACTIC PATTERNS OF THIS COMMUNICATION, (4) WHETHER OR NOT COMMON CHARACTERISTICS OF SYNTACTIC PATTERNS COULD BE IDENTIFIED AND CLASSIFIED, AND (5) WHETHER OR NOT ANY OF THE ELEMENTS PROVIDING VARIETY IN SENTENCE STRUCTURE COULD BE IDENTIFIED AND DESCRIBED. DETAILED ANALYSIS WAS MADE OF 20 PERCENT OF ALL SENTENCES PRODUCED IN THE 1000 COMPOSITIONS WRITTEN FOR THE STUDY. "AN INSTRUMENT FOR THE SYNTACTIC ANALYSIS OF CHILDREN'S COMPOSITION," THE LIST OF GUIDELINES AND EXAMPLES DEVELOPED AND UTILIZED DURING THE STUDY, PROVED VALUABLE FOR SUCH ANALYSIS. LIMITING FACTORS IN THE PROJECT WERE THOSE INHERENT IN THE VALIDITY AND RELIABILITY OF THE TESTS EMPLOYED, THE GEOGRAPHIC SPECIFICITY OF THE SAMPLE TESTED, AND THE UNCONTROLLED VARIABLES OF PHYSICAL HEALTH, VISUAL AND AUDITORY LIMITATIONS, AND POOR EMOTIONAL ADJUSTMENT, IN ADDITION TO BUILDING FACILITIES, TIME OF DAY, AND DIFFERING TECHNIQUES OF INVESTIGATORS. THE STUDY REVEALED THAT (1) ELEMENTARY STUDENTS WROTE FEWER SENTENCE UNITS THAN DID INTERMEDIATES, (2) THE RATE OF SENTENCE UNIT INCREASE SLACKENED AT THE UPPER INTERMEDIATE LEVEL, BUT PATTERN COMPLEXITY INCREASED, (3) STUDENTS USED 12 BASIC SENTENCE PATTERNS, (4) DIFFERENT SECTIONS OF ONE GRADE DID NOT ALWAYS PRODUCE SIMILARLY CONSTRUCTED SENTENCES, AND (5) ALL STUDENTS EMPLOYED SEVERAL SENTENCE PATTERNS, BUT OLDER STUDENTS USED INVERTED FORMS IGNORED BY SECOND- AND THIRD-GRADERS. (A COPY OF THE ANALYTIC INSTRUMENT IS APPENDED TO THE REPORT.) (RD)

ED 013 815

TE 000 057

SEBESTA, SAM AND OTHERS

THE NEBRASKA STUDY OF THE SYNTAX OF CHILDREN'S WRITING, 1965-66, VOLUME II. NEBRASKA UNIV., LINCOLN, CURRICULUM DEV. CTR.

PUB DATE JUL 67

EDRS PRICE MF-\$0.75 HC-\$6.84 169P.

DESCRIPTORS *COMPOSITION (LITERARY), *ELEMENTARY GRADES, *ENGLISH INSTRUCTION, *STATISTICAL ANALYSIS, *SYNTAX, LINGUISTICS, NEBR. INSTRUMENT FOR SYNTACTIC ANALYSIS, NEBRASKA CURRICULUM DEVELOPMENT CENTER, NEBRASKA ENGLISH CURRICULUM, RESEARCH PROJECTS, WRITTEN LANGUAGE.

LUM, RESEARCH PROJECTS, WRITTEN LANGUAGE.

THE SECOND PHASE OF THE SYNTAX STUDY OF CHILDREN'S WRITING, CONDUCTED BY THE NEBRASKA CURRICULUM DEVELOPMENT CENTER, CONCENTRATED ON DISCOVERING AND EVALUATING THE DIFFERENCES BETWEEN CONTROL GROUPS WHICH DID NOT USE THE NEBRASKA ENGLISH CURRICULUM AND EXPERIMENTAL GROUPS WHICH DID. ANSWERS WERE SOUGHT TO THE FOLLOWING QUESTIONS--(1) HOW DOES THE SYNTAX OF THE CHILDREN'S WRITING CHANGE AS THEY MATURE. (2) AT WHAT AGE DO THE CHILDREN BEGIN USING VARIOUS STRUCTURES. (3) HOW DOES THEIR SYNTAX DIFFER FROM THAT OF ADULTS. (4) WHAT RELATIONSHIP EXISTS BETWEEN A CHILD'S BACKGROUND AND HIS USE OF SYNTACTIC PATTERNS. (5) IS THERE ANY DIFFERENCE BETWEEN THE SYNTAX OF CHILDREN INVOLVED IN THE NEBRASKA ENGLISH CURRICULUM AND OF THOSE IN TRADITIONAL LANGUAGE ARTS PROGRAMS. THE POPULATION SAMPLE WAS COMPOSED OF 500 CONTROL AND 250 EXPERIMENTAL SUBJECTS IN GRADES TWO THROUGH SIX IN TEN NEBRASKA SCHOOLS. THE FIRST FIVE SENTENCES IN EACH CHILD'S COMPOSITION AND A 500-SENTENCE SAMPLE FROM THE WRITINGS OF 25 MAJOR MODERN AMERICAN WRITERS OF PROSE FICTION PROVIDED THE DATA FOR ANALYSIS. SOME OF THE FINDINGS WERE--(1) THE SUBJECT-VERB-OBJECT PATTERN DECREASED IN THE CHILDREN'S WRITTEN LANGUAGE AS THEY MATURED, (2) THE USE OF THE NEBRASKA ENGLISH CURRICULUM ENABLED THE ELEMENTARY SCHOOL STUDENTS TO APPROACH CRITERIA INFERRED FROM THE WRITINGS OF PROFESSIONALS, AND (3) THE SYNTACTIC PATTERN DIFFERENCE BETWEEN SECOND- AND SIXTH-GRADERS WAS GREATER THAN THAT BETWEEN SIXTH-GRADERS AND PROFESSIONALS. (RD)

ED 013 816

TE 000 058

THOMPSON, NELL C. AND OTHERS

THE NEBRASKA STUDY OF THE SYNTAX OF CHILDREN'S WRITING, 1966-67, VOLUME III. NEBRASKA UNIV., LINCOLN, CURRICULUM DEV. CTR.

PUB DATE JUL 67

EDRS PRICE MF-\$1.25 HC-\$12.84 319P.

DESCRIPTORS *COMPOSITION (LITERARY), *ELEMENTARY GRADES, *ENGLISH INSTRUCTION, *STATISTICAL ANALYSIS, *SYNTAX, LINGUISTICS, NEBR. INSTRUMENT FOR SYNTACTIC ANALYSIS, NEBRASKA CURRICULUM DEVELOPMENT CENTER, NEBRASKA ENGLISH CURRICULUM, RESEARCH PROJECTS, WRITTEN LANGUAGE.

THE THIRD PART OF THE NEBRASKA CURRICULUM DEVELOPMENT CENTER'S ANALYSIS OF THE SYNTAX OF CHILDREN'S WRITING FOCUSED UPON (1) HOW THE SYNTAX OF THIRD- AND SIXTH-GRADERS COMPARED WITH THAT OF PROFESSIONAL WRITERS, (2) WHETHER OR NOT THE RATE OF GROWTH IN CERTAIN SYNTACTIC SKILLS VARIED SIGNIFICANTLY AMONG GROUPS OF CHILDREN IN VARIOUS LANGUAGE ARTS PROGRAMS, (3) WHETHER OR NOT CHILDREN WHO INITIALLY DISPLAYED ADVANCED SYNTACTIC SKILLS ALSO SURPASSED THEIR PEERS IN PROGRESS RATE, AND (4) WHETHER OR NOT GIRLS' WRITTEN SYNTAX DIFFERED FROM THAT OF BOYS. THE COMPOSITIONS ANALYZED WERE WRITTEN BY 180 CHILDREN IN THREE LANGUAGE ARTS PROGRAMS--(A) AN INTENSIVE-TREATMENT PROGRAM AND (B) A MODERATE-TREATMENT PROGRAM, BOTH BASED UPON THE NEBRASKA ENGLISH CURRICULUM, AND (C) A CONTROL PROGRAM CONTAINING NO "NEBRASKA" UNITS. RESEARCH LIMITATIONS WERE THE REPRESENTATION OF ONLY MIDDLE-CLASS STUDENTS OF LINCOLN AND OMAHA SCHOOLS, THE SELECTION OF THE NEBRASKA PROGRAM TO BE TAUGHT, AND THE USE OF TEACHERS IN PROGRAM A WHO WERE BETTER TRAINED IN THIS CURRICULUM THAN THOSE IN PROGRAM B. THE STUDY REVEALED THAT (1) THE SYNTAX OF HIGH-IQ. CHILDREN AND THE SENTENCE TYPES OF LOW-IQ. CHILDREN CAME CLOSEST TO THE "PROFESSIONAL" STANDARDS, (2) THE INTENSIVE-TREATMENT PROGRAM AT BOTH GRADE LEVELS YIELDED THE GREATEST DIVIDENDS IN THE RATE OF GROWTH OF SYNTACTIC SKILLS, (3) A HIGH NEGATIVE CORRELATION EXISTED BETWEEN PRE-TREATMENT SYNTACTIC PERFORMANCE AND IN-TREATMENT SYNTACTIC GROWTH, AND (4) GIRLS' SYNTACTIC SKILLS CONSISTENTLY OUTRANKED THAT OF BOYS. (RD)

AGE ARTS PROGRAMS--(A) AN INTENSIVE-TREATMENT PROGRAM AND (B) A MODERATE-TREATMENT PROGRAM, BOTH BASED UPON THE NEBRASKA ENGLISH CURRICULUM, AND (C) A CONTROL PROGRAM CONTAINING NO "NEBRASKA" UNITS. RESEARCH LIMITATIONS WERE THE REPRESENTATION OF ONLY MIDDLE-CLASS STUDENTS OF LINCOLN AND OMAHA SCHOOLS, THE SELECTION OF THE NEBRASKA PROGRAM TO BE TAUGHT, AND THE USE OF TEACHERS IN PROGRAM A WHO WERE BETTER TRAINED IN THIS CURRICULUM THAN THOSE IN PROGRAM B. THE STUDY REVEALED THAT (1) THE SYNTAX OF HIGH-IQ. CHILDREN AND THE SENTENCE TYPES OF LOW-IQ. CHILDREN CAME CLOSEST TO THE "PROFESSIONAL" STANDARDS, (2) THE INTENSIVE-TREATMENT PROGRAM AT BOTH GRADE LEVELS YIELDED THE GREATEST DIVIDENDS IN THE RATE OF GROWTH OF SYNTACTIC SKILLS, (3) A HIGH NEGATIVE CORRELATION EXISTED BETWEEN PRE-TREATMENT SYNTACTIC PERFORMANCE AND IN-TREATMENT SYNTACTIC GROWTH, AND (4) GIRLS' SYNTACTIC SKILLS CONSISTENTLY OUTRANKED THAT OF BOYS. (RD)

ED 013 817

24

TE 000 059

A CURRICULUM FOR ENGLISH, TEACHER PACKET, GRADE 7.

NEBRASKA UNIV., LINCOLN, CURRICULUM DEV. CTR.

PUB DATE 65

CONTRACT OEC-2-10-119

EDRS PRICE MF-\$1.25 HC NOT AVAILABLE FROM EDRS. 283P.

DESCRIPTORS *CURRICULUM GUIDES, *ENGLISH CURRICULUM, *GRADE 7, *TEACHING GUIDES, COMPOSITION (LITERARY), DICTIONARIES, ENGLISH INSTRUCTION, FORM CLASSES (LANGUAGES), INSTRUCTIONAL MATERIALS, LANGUAGE, LINGUISTICS, LITERARY ANALYSIS, LITERATURE, MYTHOLOGY, NEBRASKA CURRICULUM DEVELOPMENT CENTER, SHORT STORIES, SPELLING.

THE TEACHER PACKET FOR THE SEVENTH-GRADE ENGLISH PROGRAM OF THE NEBRASKA CURRICULUM DEVELOPMENT CENTER INCLUDES, AS DO ALL SECONDARY UNITS, TWO SUBJECT-MATTER SECTIONS--LITERATURE AND COMPOSITION, AND LANGUAGE AND COMPOSITION. THE LITERATURE PROGRAM CONCENTRATES ON THE CONDITIONS UNDER WHICH VARIOUS CULTURES CREATE STORIES, THE SOCIAL FUNCTIONS ASSIGNED TO THESE STORIES, AND THE USES TO WHICH THEY ARE PUT. LANGUAGE STUDY INCLUDES THE IDENTIFICATION OF FORM CLASSES, THE CREATION AND USES OF THE DICTIONARY, AND THE SYSTEM OR LACK OF SYSTEM IN ENGLISH SPELLING. THE COMPOSITION PROGRAM, COORDINATED WITH THE LANGUAGE AND LITERATURE PROGRAMS, STRESSES WORK WITH SENTENCES AND PARAGRAPH COMPOSITION, BUILDING UPON VARIOUS WRITING ASSIGNMENTS IN THE ELEMENTARY SCHOOL AND LOOKING FORWARD TO MORE FORMAL RHETORIC IN THE HIGH SCHOOL. ASSIGNMENTS FOR BOTH EXPOSITORY AND CREATIVE WRITING ARE GIVEN. UNITS ARE PROVIDED ON THE FOLLOWING TOPICS--(1) "THE MAKING OF STORIES," (2) "THE MEANING OF STORIES," (3) "THE CLASSICAL MYTH," (4) "ANCIENT HEBREW LITERATURE," (5) "AMERICAN INDIAN MYTH," (6) "STORIES OF THE AMERICAN WEST," (7) "AUTOBIO-

GRAPHY--BENJAMIN FRANKLIN," (8) "FORM CLASSES," (9) "THE DICTIONARY," AND (10) "SPELLING," INCLUDED IN THE PACKET ARE INTRODUCTIONS AND AIDS FOR UNIT MATERIALS, BIBLIOGRAPHIES FOR TEACHERS, SUPPLEMENTARY STUDENT READING LISTS, SAMPLE OBJECTIVE TESTS, AN SUGGESTIONS FOR TEACHING PROCEDURES AND AUDIOVISUAL AIDS. THIS MANUAL (THREE VOLUMES) IS AVAILABLE FROM THE UNIVERSITY OF NEBRASKA PRESS, 215 NEBRASKA HALL, LINCOLN, NEBRASKA 68508. THE RELATED STUDENT PACKET FOR GRADE SEVEN IS TE 000 060. (DL)

ED 013 818 24 TE 000 060
A CURRICULUM FOR ENGLISH, STUDENT PACKET, GRADE 7.
NEBRASKA UNIV., LINCOLN, CURRICULUM DEV. CTR.
PUB DATE 65
CONTRACT OEC-2-10-119
EDRS PRICE MF-\$1.00 HC NOT AVAILABLE FROM EDRS. 256P.

DESCRIPTORS *CURRICULUM GUIDES, *ENGLISH CURRICULUM, *ENGLISH INSTRUCTION, *GRADE 7, *INSTRUCTIONAL MATERIALS, COMPOSITION (LITERARY), DICTIONARIES, FORM CLASSES (LANGUAGES), LANGUAGE, LINGUISTICS, LITERARY ANALYSIS, LITERATURE, MYTHOLOGY, NEBRASKA CURRICULUM DEVELOPMENT CENTER, SHORT STORIES, SPELLING.

THE SEVENTH-GRADE STUDENT PACKET, PRODUCED BY THE NEBRASKA CURRICULUM DEVELOPMENT CENTER, BEGINS WITH THE UNIT ENTITLED "THE MAKING OF STORIES" IN WHICH STUDENTS CONSIDER WRITERS' AUDIENCES AND METHODS OF COMPOSITION AND PRESENTATION. SUCH MATERIAL AS "A CHRISTMAS CAROL" AND SELECTIONS FROM "THE ODYSSEY," "BEOWULF," "HYMN TO HERMES," AND GRIMM'S "FAIRY TALES" ARE STUDIED TO SHOW THE DIFFERENT SETS OF CONDITIONS UNDER WHICH AUTHORS "MAKE UP" STORIES. A RELATED UNIT, "THE MEANING OF STORIES," ATTEMPTS TO TEACH STUDENTS, THROUGH POEMS AND STORIES, TO ASK WHAT A STORY MEANS AND HOW THE MEANING IS COMMUNICATED. WITH THIS BACKGROUND, STUDENTS ARE PREPARED TO STUDY SELECTIONS IN THREE UNITS ON MYTHOLOGY--GREEK MYTHS, HEBREW LITERATURE, AND AMERICAN INDIAN MYTHS. IN THE FOLLOWING UNIT, STUDENTS ENCOUNTER BALLADS, AMERICAN FOLKLORE, AND A WESTERN NOVEL, "SHANE." THE FINAL LITERATURE UNIT, "AUTOBIOGRAPHY--BENJAMIN FRANKLIN," IS DESIGNED FOR THE STUDY OF A LITERARY GENRE AND THE WRITING OF PERSONAL AUTOBIOGRAPHIES. IN THE LANGUAGE UNITS, STUDENTS STUDY FORMS OF WORDS AND POSITIONS OF WORDS IN SENTENCES, THE ORGANIZATION AND USE OF THE DICTIONARY, AND METHODS OF SOLVING INDIVIDUAL SPELLING PROBLEMS. UNITS CONTAIN OVERVIEWS OF MATERIAL TO BE STUDIED, DISCUSSIONS OF LITERARY GENRES, HISTORICAL BACKGROUNDS OF WORKS, STUDY AND DISCUSSION QUESTIONS, COMPOSITION ASSIGNMENTS, EXERCISES, SUPPLEMENTARY READING LISTS, VOCABULARY LISTS, AND GLOSSARIES. LITERARY SELECTIONS NOT READILY AVAILABLE IN TEXTBOOKS ARE REPRINTED IN THE STUDENT PACKET. THIS MANUAL (THREE VOLUMES) IS AVAILABLE FROM THE UNIVERSITY OF NEBRASKA PRESS, 215 NE-

BRASKA HALL, LINCOLN, NEBRASKA 68508. THE RELATED TEACHER PACKET FOR GRADE SEVEN IS TE 000 059. (LK)

ED 013 819 24 TE 000 061
A CURRICULUM FOR ENGLISH, TEACHER PACKET, GRADE 8.
NEBRASKA UNIV., LINCOLN, CURRICULUM DEV. CTR.
PUB DATE 65
CONTRACT OEC-2-10-119
EDRS PRICE MF-\$1.25 HC NOT AVAILABLE FROM EDRS. 312P.

DESCRIPTORS *CURRICULUM GUIDES, *ENGLISH CURRICULUM, *ENGLISH INSTRUCTION, *GRADE 8, *TEACHING GUIDES, COMPOSITION (LITERARY), EPICS, HISTORY, INSTRUCTIONAL MATERIALS, LANGUAGE, LINGUISTICS, LITERARY ANALYSIS, LITERATURE, NEBRASKA CURRICULUM DEVELOPMENT CENTER, NOVELS, SEMANTICS, SYNTAX.

THE LITERATURE PROGRAM OF THE NEBRASKA ENGLISH CURRICULUM FOR GRADE EIGHT IS CONCERNED WITH THE THEME OF THE HERO--HIS CHARACTERISTICS AND HOW THEY HAVE UNDERGONE CHANGE IN THE HISTORY OF WESTERN LITERATURE, AS SEEN IN VARIOUS LITERARY GENRES. THE STUDY OF HEROISM IS DIVIDED INTO THE FOLLOWING UNITS--(1) "THE MAKING OF HEROES," (2) "THE EPIC HERO," (3) "THE JOURNEY NOVEL HERO," (4) "THE HISTORICAL NOVEL HERO," AND (5) "THE HERITAGE OF THE FRONTIER." LANGUAGE UNITS ARE (1) "SYNTAX," USING AS BACKGROUND THE SEVENTH-GRADE UNIT ON FORM CLASSES, (2) "WORDS AND THEIR MEANINGS," AND (3) "THE HISTORY OF THE ENGLISH LANGUAGE." THE COMPOSITION PROGRAM IS COORDINATED WITH BOTH LANGUAGE AND LITERATURE PROGRAMS, AND STRESSES THE COMPARISON OF THE STUDENTS' OWN SYNTAX IN THEMES WITH THAT OF SUCH AUTHORS AS JOHN STEINBECK AND STEPHEN CRANE. INCLUDED IN THE PACKET ARE INTRODUCTIONS AND SUGGESTED TEACHING PROCEDURES FOR UNIT MATERIALS, BIBLIOGRAPHIES FOR TEACHERS, BACKGROUND CRITICAL ASSESSMENTS OF LITERARY WORKS TO BE TAUGHT, SUGGESTED TOPICS FOR STUDENT COMPOSITIONS, AND SUPPLEMENTARY STUDENT READING LISTS. THIS MANUAL IS AVAILABLE FROM THE UNIVERSITY OF NEBRASKA CURRICULUM CENTER, 231 ANDREWS HALL, LINCOLN, NEBRASKA 68508. THE RELATED STUDENT PACKET FOR GRADE EIGHT IS TE 000 062. (DL)

ED 013 820 24 TE 000 062
A CURRICULUM FOR ENGLISH, STUDENT PACKET, GRADE 8.
NEBRASKA UNIV., LINCOLN, CURRICULUM DEV. CTR.
PUB DATE 65
CONTRACT OEC-2-10-119
EDRS PRICE MF-\$1.75 HC NOT AVAILABLE FROM EDRS. 425P.

DESCRIPTORS *CURRICULUM GUIDES, *ENGLISH CURRICULUM, *ENGLISH INSTRUCTION, *GRADE 8, *INSTRUCTIONAL MATERIALS, COMPOSITION (LITERARY), EPICS, HISTORY, LANGUAGE, LINGUISTICS, LITERARY ANALYSIS, LITERATURE, NEBRASKA CURRICULUM DEVELOPMENT CENTER, NOVELS, SEMANTICS, SYNTAX.

THE EIGHTH-GRADE STUDENT PACKET OF THE NEBRASKA ENGLISH CURRICULUM BEGINS WITH A UNIT ON "THE MAK-

ING OF HEROES, THE NOBLEMAN IN WESTERN LITERATURE" WHICH LEADS STUDENTS TO QUESTION WHAT MAKES A HERO, WHAT HE IS LIKE, AND HOW HE EXISTS IN LITERATURE. AFTER READING A NUMBER OF BRIEF SELECTIONS FROM SUCH WORKS AS "THE AENEID," "SIR GAWAIN," AND "THE OUTCASTS OF POKER FLAT," STUDENTS ARE ENCOURAGED TO BECOME COGNIZANT OF THE DIFFERENCES BETWEEN ANCIENT, CHRISTIAN, AND MODERN HEROES. WITH THIS BACKGROUND, THE STUDENT MOVES ON TO THREE RELATED UNITS--"THE EPIC HERO," "THE JOURNEY NOVEL HERO," AND "THE HISTORICAL NOVEL HERO"--EACH FOCUSING ON CHARACTERISTICS AND VARIETIES OF HEROES IN THESE GENRES. THE FINAL LITERATURE UNIT, "THE HERITAGE OF THE FRONTIER," INVESTIGATES THAT LOCALE WHICH FREQUENTLY GIVES BIRTH TO HEROES AND HEROIC ACTIONS IN AMERICAN LITERATURE. IN THE LANGUAGE UNITS, STUDENTS ARE INTRODUCED TO THE HISTORY OF THE ENGLISH LANGUAGE AND THE STUDY OF SENTENCE SYNTAX AND SEMANTICS--AREAS WHICH FOLLOW NATURALLY FROM THE STUDY OF FORM CLASSES AND LEXICOGRAPHY IN THE SEVENTH GRADE AND ANTICIPATE THE UNITS ON SYNTAX AND THE USES OF LANGUAGE IN THE NINTH GRADE. UNITS INCLUDE INTRODUCTORY OVERVIEWS, STUDY AND DISCUSSION QUESTIONS, SUPPLEMENTARY READING LISTS, TOPICS FOR COMPOSITION, A BOOK REVIEW OUTLINE, AND EXERCISES. LITERARY SELECTIONS NOT READILY AVAILABLE IN TEXTBOOKS ARE REPRINTED IN THE STUDENT PACKET. THIS MANUAL IS AVAILABLE FROM THE UNIVERSITY OF NEBRASKA CURRICULUM CENTER, 231 ANDREWS HALL, LINCOLN, NEBRASKA 68508. THE RELATED TEACHER PACKET FOR GRADE EIGHT IS TE 000 061. (DL)

ED 013 821 24 TE 000 063
A CURRICULUM FOR ENGLISH, TEACHER PACKET, GRADE 9.
NEBRASKA UNIV., LINCOLN, CURRICULUM DEV. CTR.
PUB DATE 65
CONTRACT OEC-2-10-119
EDRS PRICE MF-\$1.25 HC NOT AVAILABLE FROM EDRS. 274P.

DESCRIPTORS *CURRICULUM GUIDES, *ENGLISH CURRICULUM, *ENGLISH INSTRUCTION, *GRADE 9, *TEACHING GUIDES, COMEDY, COMPOSITION (LITERARY), DIALECTS, DRAMA, EPICS, FABLES, INSTRUCTIONAL MATERIALS, LANGUAGE, LINGUISTICS, LITERARY ANALYSIS, LITERATURE, NEBRASKA CURRICULUM DEVELOPMENT CENTER, SATIRE.

THE NEBRASKA ENGLISH CURRICULUM FOR GRADE NINE FOCUSES ON THE CONCEPT OF GENRE AND ACCOMPANYING LITERARY ATTITUDES AND DEVICES. SATIRE, COMEDY, AND THE EPIC ARE THE SUBJECTS OF THE LITERARY PROGRAM. LANGUAGE AND COMPOSITION STUDIES, BUILDING UPON EIGHTH-GRADE LANGUAGE HISTORY AND SYNTAX UNITS, CENTER ON GEOGRAPHIC AND SOCIAL DIALECTS, PHONOLOGY, SENTENCE SYNTAX, AND COMMON USES FOR LANGUAGE. THE TEACHER IS URGED TO APPLY THE SUBSTANCE OF LANGUAGE UNITS TO THE SUBSEQUENT STUDY OF LITERATURE. ASSIGNMENTS, LEADING STUDENTS TO ANALYZE, DRAW UPON, AND PRACTICE CONCEPTS PRESENTED IN THE LITERATURE AND LANGUAGE UNITS, INCLUDE CRITICAL DISCUSSIONS OF SPECIFIC

GENRES AND PASSAGES, FORMULATION OF RELEVANT QUESTIONS IN READING LITERATURE, AND COMPOSITION OF LIMERICKS, FABLES, AND SATIRES. TEACHER PACKET SECTIONS CORRESPOND TO UNITS OF THE COURSE—(1) "THE IDEA OF KINDS-ATTITUDE, TONE, PERSPECTIVE," (2) "SATIRE-FORMAL AND MENIPPEAN," (3) "THE IDEA OF A PLAY—THE GREEK, THE RENAISSANCE, THE MODERN," (4) "COMEDY," (5) "THE EPIC," (6) "DIALECT," (7) "PHONOLOGY," (8) "SYNTAX AND THE RHETORIC OF THE SENTENCE," AND (9) "THE USES OF LANGUAGE." EACH SECTION CONTAINS A TABLE OF CONTENTS, A BACKGROUND ESSAY ON MATERIAL TO BE STUDIED, RECOMMENDED TEACHING PROCEDURES, A TEACHER'S BIBLIOGRAPHY, AND ILLUSTRATIVE MATERIALS FOR CLASSROOM USE. THIS MANUAL IS AVAILABLE FROM THE UNIVERSITY OF NEBRASKA CURRICULUM CENTER, 231 ANDREWS HALL, LINCOLN, NEBRASKA 68508. THE RELATED STUDENT PACKET FOR GRADE NINE IS TE 000 064. (RD)

ED 013 822 TE 000 064

A CURRICULUM FOR ENGLISH, STUDENT PACKET, GRADE 9.
NEBRASKA UNIV., LINCOLN, CURRICULUM DEV. CTR.
PUB DATE 65
CONTRACT OEC-2-10-119
EDRS PRICE MF-\$1.25 HC NOT AVAILABLE FROM EDRS. 334P.

DESCRIPTORS *CURRICULUM GUIDES, *ENGLISH CURRICULUM, *ENGLISH INSTRUCTION, *GRADE 9, *INSTRUCTIONAL MATERIALS, COMEDY, COMPOSITION (LITERARY), DIALECTS, DRAMA, EPICS, FABLES, LANGUAGE, LITERARY ANALYSIS, LITERATURE, NEBRASKA CURRICULUM DEVELOPMENT CENTER, PHONOLOGY, SATIRE, SYNTAX.

THE FIRST UNIT OF THE STUDENT PACKET FOR GRADE NINE OF THE NEBRASKA ENGLISH CURRICULUM IS A STUDY OF THE RELATIONSHIPS WHICH EXIST BETWEEN AUTHOR AND AUDIENCE, AND AN EXAMINATION OF THE EPIGRAM, LIMERICK, PARABLE, FABLE, AND ODE. WITH THIS BACKGROUND, STUDENTS CONSIDER "ON AVARICE" AND "ANIMAL FARM" AS EXAMPLES OF FORMAL AND MENIPPEAN SATIRE, ANTICIPATING LATER STUDY OF AUGUSTAN SATIRE. TO UNDERSTAND "THE IDEA OF A PLAY," STUDENTS EXAMINE "THE FROGS," "THE KNIGHT OF THE BURNING PESTLE," AND "OUR TOWN," REPRESENTING GREEK, RENAISSANCE, AND MODERN DRAMA RESPECTIVELY. THE "COMEDY" UNIT, INCLUDING "ARMS AND THE MAN," "TWELFTH NIGHT," AND "THE GREEN PASTURES," EXTENDS THIS STUDY OF DRAMA. "THE ODYSSEY," EXEMPLIFYING THE EPIC, AND TWO MOCK EPICS—"THE OWL" AND "THE WIND IN THE WILLOWS"—RELATE TO THE "EPIC HERO" AND "SATIRE" UNITS STUDIED PREVIOUSLY. LANGUAGE-COMPOSITION UNITS INCLUDE (1) "DIALECT," (2) "PHONOLOGY," INTRODUCING THE CONCEPTS OF STRESS, PITCH, AND JUNCTURE, (3) "SYNTAX AND THE RHETORIC OF THE SENTENCE," CONCERNED PRIMARILY WITH STUDENTS' REVISION OF THEIR WRITING, AND (4) "THE USES OF LANGUAGE"—IMAGINATIVE, EXPRESSIVE, DIRECTIVE, COHESIVE, INFORMATIVE, AND CONTRACTIVE. ALL UNITS CONTAIN OVERVIEWS, STUDY AND DISCUSSION QUESTIONS, COMPOSITION TOPICS, AND TEXTS OF LITERARY WORKS NOT IN CORE TEXTS USED WITH

THE PACKET. THIS MANUAL IS AVAILABLE FROM THE UNIVERSITY OF NEBRASKA CURRICULUM CENTER, 231 ANDREWS HALL, LINCOLN, NEBRASKA 68508. THE RELATED TEACHER PACKET FOR GRADE NINE IS TE 000 063. (RD)

ED 013 823 TE 000 065

A CURRICULUM FOR ENGLISH, TEACHER PACKET, GRADE 10.
NEBRASKA UNIV., LINCOLN, CURRICULUM DEV. CTR.
PUB DATE 65
CONTRACT OEC-2-10-119
EDRS PRICE MF-\$1.00 HC NOT AVAILABLE FROM EDRS. 255P.

DESCRIPTORS *CURRICULUM GUIDES, *ENGLISH CURRICULUM, *ENGLISH INSTRUCTION, *GRADE 10, *TEACHING GUIDES, COMPOSITION (LITERARY), INSTRUCTIONAL MATERIALS, LANGUAGE, LITERARY ANALYSIS, LITERATURE, NEBRASKA CURRICULUM DEVELOPMENT CENTER, NOVELS, RHETORIC, SYNTAX, TRAGEDY.

THE LITERATURE PROGRAM OF THE GRADE 10 NEBRASKA ENGLISH CURRICULUM EMPHASIZES MAN'S CONCEPTION OF THE WORLD—HIS PICTURE OF NATURE, OF SOCIETY, AND OF MORAL LAW—AND HOW THESE THREE CONCEPTS ARE PRESENTED IN LITERATURE. UNITS COVER THE FOLLOWING TOPICS—(1) "MAN'S PICTURE OF NATURE," (2) "THE LEADER AND THE GROUP," (3) "SIN AND LONELINESS," AND (4) "TRAGEDY." THE FOCUS OF THE LANGUAGE AND COMPOSITION PROGRAM IS ON "MARCO-RHETORIC." THAT IS, THE ARISTOTELIAN CONCEPTS OF ORGANIZATION WHICH CONSIDER THE "SPEAKER," THE AUDIENCE, THE SUBJECT MATTER, AND THE RELATIONSHIPS AMONG THEM. THE 10TH-GRADE LANGUAGE UNITS RELATE TO THE UNITS IN PREVIOUS PACKETS ON THE RHETORIC OF THE WORD, OF FIGURATIVE LANGUAGE, OF THE SENTENCE, AND OF THE PARAGRAPH, AND LOOK FORWARD TO FORMAL RHETORICAL CONSIDERATIONS IN LATER GRADES. SPECIFIC RHETORICAL EXERCISES TO REINFORCE CONCEPTS LEARNED IN THE LANGUAGE UNITS ARE PRESENTED WITH EACH OF THE LITERATURE UNITS. INTRODUCTIONS TO UNIT MATERIALS, BIBLIOGRAPHIES FOR TEACHERS, SUPPLEMENTARY STUDENT READING LISTS, AND SUGGESTIONS FOR TEACHING PROCEDURES AND AUDIOVISUAL AIDS ARE ALSO INCLUDED IN THE PACKET. THIS MANUAL IS AVAILABLE FROM THE UNIVERSITY OF NEBRASKA CURRICULUM CENTER, 231 ANDREWS HALL, LINCOLN, NEBRASKA 68508. THE RELATED STUDENT PACKET FOR GRADE 10 IS TE 000 066. (DL)

ED 013 824 24 TE 000 066

A CURRICULUM FOR ENGLISH, STUDENT PACKET, GRADE 10.
NEBRASKA UNIV., LINCOLN, CURRICULUM DEV. CTR.
PUB DATE 65
CONTRACT OEC-2-10-119
EDRS PRICE MF-\$1.25 HC NOT AVAILABLE FROM EDRS. 312P.

DESCRIPTORS *CURRICULUM GUIDES, *ENGLISH CURRICULUM, *ENGLISH INSTRUCTION, *GRADE 10, *INSTRUCTIONAL MATERIALS, COMPOSITION (LITERARY), LANGUAGE, LITERARY ANALYSIS, LITERATURE, NEBRASKA CURRICULUM DEVELOPMENT CENTER, NOVELS, RHETORIC, SYNTAX, TRAGEDY.

THE STUDENT PACKET FOR GRADE 10 OF THE NEBRASKA ENGLISH CURRICULUM BEGINS WITH FOUR UNITS ON LITERATURE, EACH STRESSING AN ASPECT OF MAN'S CONCEPTION OF THE WORLD. THROUGH A STUDY OF THE LITERATURE OF SEVERAL CULTURES, WRITTEN AT VARIOUS TIMES, STUDENTS FIRST CONSIDER "MAN AND NATURE, MAN'S PICTURE OF NATURE." THE SECOND UNIT, "MAN AND SOCIETY, THE LEADER AND THE GROUP," ATTEMPTS TO TEACH STUDENTS THAT LEADERSHIP IS THE PRODUCT OF AN INTERACTION BETWEEN PARTICULAR MEN AND PARTICULAR SOCIETIES, AND THAT IT REFLECTS CERTAIN IDEAS ABOUT THOSE SOCIETIES. AN EXAMINATION OF THE THEME OF "SIN AND LONELINESS" AND ITS RELATIONSHIP TO MAN'S VIEW OF THE WORLD AS SEEN THROUGH MORAL LAW COMES NEXT. IN THIS UNIT, SUCH WORKS AS HARDY'S "THE RETURN OF THE NATIVE" AND STEINBECK'S "THE PEARL" ARE READ. FINALLY, THE UNIT ON "TRAGEDY" SYNTHESIZES AND RELATES ALL THE PREVIOUS GRADE-LEVEL UNITS THROUGH THE STUDY OF SOPHOCLES' "OEDIPUS THE KING," MARLOWE'S "DOCTOR FAUSTUS," AND SYNGE'S "RIDERS TO THE SEA." THE LANGUAGE UNITS, "THE RHETORIC OF THE SENTENCE" AND "RHETORIC-INDUCTION AND THE WHOLE COMPOSITION" ARE TRANSITIONAL BETWEEN THE STUDY OF SYNTAX IN PREVIOUS GRADE UNITS AND THE INVESTIGATION OF FORMAL RHETORICAL CONSIDERATIONS IN THE 11TH AND 12TH GRADES. UNITS CONTAIN OVERVIEWS AND BACKGROUND MATERIAL, READING AND DISCUSSION QUESTIONS, COMPOSITION ASSIGNMENTS, SUPPLEMENTARY READING LISTS, LANGUAGE EXERCISES, AND LITERARY SELECTIONS NOT READILY AVAILABLE IN TEXTBOOKS. THIS MANUAL IS AVAILABLE FROM THE UNIVERSITY OF NEBRASKA CURRICULUM CENTER, 231 ANDREWS HALL, LINCOLN, NEBRASKA 68508. THE RELATED TEACHER PACKET FOR GRADE 10 IS TE 000 065. (DL)

ED 013 825 24 TE 000 067

A CURRICULUM FOR ENGLISH, TEACHER PACKET, GRADE 11.
NEBRASKA UNIV., LINCOLN, CURRICULUM DEV. CTR.
PUB DATE 65
CONTRACT OEC-2-10-119
EDRS PRICE MF-\$1.25 HC NOT AVAILABLE FROM EDRS. 307P.

DESCRIPTORS *CURRICULUM GUIDES, *ENGLISH CURRICULUM, *ENGLISH INSTRUCTION, *GRADE 11, *TEACHING GUIDES, AMERICAN LITERATURE, COMPOSITION (LITERARY), ESSAYS, INSTRUCTIONAL MATERIALS, LANGUAGE, LITERARY ANALYSIS, LITERATURE, NEBRASKA CURRICULUM DEVELOPMENT CENTER, NOVELS, PARAGRAPH COMPOSITION, POETRY, SATIRE, SHORT STORIES.

UNITS IN THE TEACHER PACKET FOR THE 11TH-GRADE NEBRASKA ENGLISH CURRICULUM ARE ORGANIZED AROUND THREE MAJOR THEMES IN AMERICAN LITERATURE—MAN AND NATURE, MAN AND MORAL LAW, AND MAN AND SOCIETY. THE MAN AND NATURE THEME IS EXAMINED IN TWO UNITS—"INDIVIDUALISM AND IDEALISM, SPIRITUAL AUTOBIOGRAPHY" AND "THE SEARCH FOR FORM." THE FORMER UNIT, AN EXTENSION OF THE 10TH-GRADE STUDY OF "ROMANTICS," FOCUSES ON QUALITIES OF AMERICAN TRANSCENDENTALISM, AND THE

LATTER CONSIDERS LITERARY WORKS-CATHER'S "MY ANTONIA" AND FROST'S OEMS-WHICH ARE "OUTSIDE THE FRAMEWORK OF ANY FIXED GENRE." "MAN AND MORAL LAW, SIN AND LONELINESS" IS BASED ON THE STUDY OF ALLEGORY AND BUILDS ON THE 10TH-GRADE "SIN AND LONELINESS" UNIT. "MAN AND SOCIETY, AMERICAN MATERIALISM," IS AN EXTENSION OF THE NINTH-GRADE SATIRE UNIT AND INCLUDES WORKS CONCERNED WITH THE EFFECT OF MATERIALISM UPON THE AMERICAN CONSCIENCE. COMPOSITION UNITS ARE (1) "THE RHETORIC OF THE SHORT UNITS OF COMPOSITION, THE RHETORIC OF THE PARAGRAPH" AND (2) "THE MEANING OF A WHOLE COMPOSITION-AMBIGUITIES, ANALOGIES, CONTRARIES." UNITS INCLUDE THEMATIC OVERVIEWS, BACKGROUND MATERIALS, EXPLICATIONS OF SELECTED WORKS, BIBLIOGRAPHIES OF SUPPLEMENTARY READINGS, AND COMPOSITION EXERCISES. THIS MANUAL IS AVAILABLE FROM THE UNIVERSITY OF NEBRASKA CURRICULUM CENTER, 231 ANDREWS HALL, LINCOLN, NEBRASKA 68508. THE RELATED 11TH-GRADE STUDENT PACKET IS TE 000 068. (RD)

ED 013 826 24 TE 000 068
A CURRICULUM FOR ENGLISH, STUDENT
PACKET, GRADE 11.
NEBRASKA UNIV., LINCOLN, CURRICU-
LUM DEV. CTR.
PUB DATE 65
CONTRACT OEC-2-10-119
EDRS PRICE MF-41.25 HC NOT AVAILABLE
FROM EDRS. 320P.

DESCRIPTORS *CURRICULUM GUIDES, *ENGLISH CURRICULUM, *ENGLISH INSTRUCTION, *GRADE 11, *INSTRUCTIONAL MATERIALS, AMERICAN LITERATURE, COMPOSITION (LITERARY), ESSAYS, LANGUAGE, LITERARY ANALYSIS, LITERATURE, NEBRASKA CURRICULUM DEVELOPMENT CENTER, NOVELS, PARAGRAPH COMPOSITION, POETRY, SATIRE, SHORT STORIES.

THE 11TH-GRADE COURSE OF STUDY IN AMERICAN LITERATURE PRESENTED IN THE STUDENT PACKET FOR THE NEBRASKA ENGLISH CURRICULUM BEGINS WITH A UNIT ENTITLED "INDIVIDUALISM AND IDEALISM" IN WHICH STUDENTS ANALYZE SPIRITUAL AUTOBIOGRAPHIES BY EMERSON, THOREAU, WHITMAN, AND DICKINSON. NEXT, THE THEME OF SIN AND LONELINESS AS IT LIMITS INDIVIDUALISM IS EXPLORED IN "THE SCARLET LETTER," "BILLY BUDD," "THE ADVENTURES OF HUCKLEBERRY FINN," AND "THE UNVANQUISHED." "BABBITT," "THE GREAT GATSBY," AND "THE WASTELAND" PROVIDE THE BASIS FOR A CONSIDERATION OF SATIRE WHICH EXPOSES MATERIALISM AND CONFORMITY. CATHER AND FROST ARE STUDIED IN "MY ANTONIA," "THE WITCH OF COOS," AND "NOTHING GOLD CAN STAY" AS WRITERS WHO SEARCH FOR A FORM INTRINSIC IN THEIR SUBJECTS. LITERATURE UNITS STRESS EVALUATION OF THE WRITERS' CONCEPTS AND PURPOSES, ANALYSIS OF STRUCTURAL TECHNIQUES EMPLOYED, AND EXPLICATION OF THE LITERARY WORKS. LANGUAGE UNITS EMPHASIZE THE RHETORIC OF THE PARAGRAPH AND THE MASTERY OF DICTION IN ESSAY-WRITING. STUDY-HELPS INCLUDE OVERVIEWS, INTRODUCTORY ESSAYS, WRITING EXERCISES, READING AND DISCUSSION QUESTIONS, AND LITERARY SELECTIONS NOT READILY AVAILABLE IN

TEXTBOOKS. THIS MANUAL IS AVAILABLE FROM THE UNIVERSITY OF NEBRASKA CURRICULUM CENTER, 231 ANDREWS HALL, LINCOLN, NEBRASKA 68508. THE RELATED TEACHER PACKET FOR GRADE 11 IS TE 000 067. (RD)

ED 013 827 TE 000 069
A CURRICULUM FOR ENGLISH, TEACHER
PACKET, GRADE 12.
NEBRASKA UNIV., LINCOLN, CURRICU-
LUM DEV. CTR.
PUB DATE 65
CONTRACT OEC-2-10-119
EDRS PRICE MF-41.40 HC NOT AVAILABLE
FROM EDRS. 227P.

DESCRIPTORS *CURRICULUM GUIDES, *ENGLISH CURRICULUM, *ENGLISH INSTRUCTION, *GRADE 12, *TEACHING GUIDES, COMPOSITION (LITERARY), ENGLISH LITERATURE, EPICS, INSTRUCTIONAL MATERIALS, LITERARY ANALYSIS, LITERATURE, NEBRASKA CURRICULUM DEVELOPMENT CENTER, NOVELS, POETRY, SATIRE, TRAGEDY.

THE TEACHER PACKET FOR THE 12TH-GRADE ENGLISH PROGRAM OF THE NEBRASKA CURRICULUM DEVELOPMENT CENTER COMPRISES, THROUGH THE STUDY OF SELECTED WORKS, A SURVEY OF ENGLISH LITERARY PERIODS FROM THE RENAISSANCE TO THE 20TH CENTURY. UNITS ARE PROVIDED IN THE FOLLOWING AREAS-(1) "SENECAN REVENGE TRAGEDY-'THYESTES,' THE SPANISH TRAGEDY,' AND 'HAMLET,'" (2) "THE CHRISTIAN EPIC-'THE FAERIE QUEENE,' BOOK I, AND 'PARADISE LOST,'" (3) "THE NEW ENLIGHTENMENT WORLD, AUGUSTAN SATIRE," (4) "THE ROMANTIC REVOLUTION-ODE, SONNET, ALLEGORICAL ROMANCE," AND (5) "THE CLASS SYSTEM, THREE 19TH-CENTURY VIEWS." THE UNIT THEMES EVOLVE FROM MAN'S VIEW OF THE WORLD-HIS RELATIONSHIP TO NATURE, TO SOCIETY, AND TO MORAL LAW. FURTHERMORE, MATERIALS STUDIED IN PREVIOUS PACKETS ARE ASSUMED TO BE PART OF THE STUDENTS' AND TEACHER'S BACKGROUND, SO THAT THE UNIT ON "THE CHRISTIAN EPIC," FOR EXAMPLE, RELIES ON KNOWLEDGE OF THE EPIC GENRE STUDIED EARLIER. INCLUDED IN THE PACKET ARE INTRODUCTIONS AND AIDS TO UNIT MATERIALS, BIBLIOGRAPHIES FOR TEACHERS, SUPPLEMENTARY STUDENT READING LISTS, AND SUGGESTIONS FOR TEACHING PROCEDURES AND AUDIOVISUAL AIDS. THE LANGUAGE AND COMPOSITION UNITS FOR THE TEACHER PACKET, EMPHASIZING THE RHETORIC OF PARAGRAPHS, THEMES, AND DEDUCTION, ARE NOT YET AVAILABLE. THIS MANUAL IS AVAILABLE FROM THE UNIVERSITY OF NEBRASKA CURRICULUM CENTER, 231 ANDREWS HALL, LINCOLN, NEBRASKA 68508. THE RELATED STUDENT PACKET FOR GRADE 12 IS TE 000 070. (DL)

ED 013 828 24 TE 000 070
A CURRICULUM FOR ENGLISH, STUDENT
PACKET, GRADE 12.
NEBRASKA UNIV., LINCOLN, CURRICU-
LUM DEV. CTR.
PUB DATE 65
CONTRACT OEC-2-10-119
EDRS PRICE MF-42.00 HC NOT AVAILABLE
FROM EDRS. 538P.

DESCRIPTORS *CURRICULUM GUIDES, *ENGLISH CURRICULUM, *ENGLISH INSTRUCTION, *GRADE 12, *INSTRUCTIONAL

MATERIALS, COMPOSITION (LITERARY), ENGLISH LITERATURE, EPICS, LANGUAGE, LITERARY ANALYSIS, LITERATURE, LOGIC, NEBRASKA CURRICULUM DEVELOPMENT CENTER, NOVELS, POETRY, RHETORIC, SATIRE, TRAGEDY.

THE LITERATURE PROGRAM OF THE GRADE 12 STUDENT PACKET OF THE NEBRASKA ENGLISH CURRICULUM CONSISTS OF A SELECTIVE SURVEY OF ENGLISH LITERATURE FROM THE RENAISSANCE TO THE 20TH CENTURY. IT BEGINS WITH A UNIT ON SHAKESPEAREAN TRAGEDY IN WHICH STUDENTS READ REVENGE TRAGEDIES - - SENECA'S "THYESTES" AND KYD'S "THE SPANISH 67 X12 TRAGEDY-AS PREPARATION FOR THE READING OF "HAMLET." THE SECOND UNIT, "THE CHRISTIAN EPIC," RELIES ON READINGS IN PREVIOUS PACKETS FOR BACKGROUND ON THE EPIC, AND CENTERS ON BOOK I OF SPENSER'S "THE FAERIE QUEENE" AND MILTON'S "PARADISE LOST." THE NEXT TWO UNITS, ON AUGUSTAN SATIRE, ARE DESIGNED TO HELP STUDENTS UNDERSTAND MAN'S RELATIONSHIP TO SOCIETY IN THE NEW ENLIGHTENMENT WORLD. THE UNIT ENTITLED "THE WRITER AS REBEL AND PROPHET" PROVIDES MATERIAL FOR THE ANALYSIS OF THE ROMANTIC REBELLION AND ITS POETIC MANIFESTATIONS IN THE ODE, THE SONNET, AND THE ALLEGORICAL ROMANCE. IN THE FINAL LITERATURE UNITS, THREE VIEWS OF THE 19TH-CENTURY ENGLISH CLASS SYSTEM AS SEEN IN "PRIDE AND PREJUDICE," "GREAT EXPECTATIONS," AND "THE MAYOR OF CASTERBRIDGE" ARE EXAMINED. THE LANGUAGE AND COMPOSITION PROGRAM CULMINATES THE STUDENTS' STUDY OF RHETORIC THROUGH THE EXAMINATION OF THE GRAMMATICAL SYSTEM, THE CONCEPTUAL PATTERNS OF THE PARAGRAPH AND LARGER UNITS, AND THE IMPORTANCE OF DEDUCTIVE LOGIC IN COMPOSITION. UNITS INCLUDE INFORMATIVE OVERVIEWS AND INTRODUCTORY MATERIALS, STUDY AND DISCUSSION QUESTIONS, COMPOSITION TOPICS, EXERCISES, AND LITERARY SELECTIONS NOT READILY AVAILABLE IN TEXTBOOKS. THIS MANUAL IS AVAILABLE FROM THE UNIVERSITY OF NEBRASKA CURRICULUM CENTER, 231 ANDREWS HALL, LINCOLN, NEBRASKA 68508. THE RELATED TEACHER PACKET FOR GRADE 12 IS TE 000 069. (DL)

ED 013 829 TE 000 078
DAVENPORT, JUDITH K.
AN EVALUATION OF THEATRE RESOURCES
FOR YOUTH. PROJECT TRY.
REPORT NUMBER DPSC-66-601
REPORT NUMBER DPSC-66-2149
PUB DATE 20 JUN 67
EDRS PRICE MF-40.25 HC-41.50 45P.

DESCRIPTORS *CULTURAL AWARENESS, *DRAMA WORKSHOPS, *DRAMATICS, *ELEMENTARY GRADES, *THEATER ARTS, COMMUNITY INVOLVEMENT, IN-SERVICE TEACHER EDUCATION, PACE, PRODUCTION TECHNIQUES, PROJECT TRY, SCHOOL COMMUNITY COOPERATION, UNIVERSITY OF NEW HAMPSHIRE.

THE PRIMARY PURPOSE OF THEATRE RESOURCES FOR YOUTH (PROJECT TRY) WAS TO CREATE AN AWARENESS OF THE NEED FOR THEATER ARTS PROGRAMS FOR ELEMENTARY SCHOOL CHILDREN IN NEW HAMPSHIRE. TWO MAIN PROGRAMS-CHILDREN'S THEATER TOURING PROGRAMS TO ELEMENTARY SCHOOLS, AND

CREATIVE DRAMATICS TRAINING PROGRAMS FOR TEACHERS AND PUPILS WERE DESIGNED NOT ONLY TO GENERATE INTEREST IN THEATER ARTS AMONG TEACHERS, STUDENTS, AND THE WIDER COMMUNITY, BUT ALSO TO INITIATE AND ESTABLISH A METHOD OF SUSTAINING CHILD DRAMA PROGRAMS IN ELEMENTARY SCHOOLS. NINE CHILDREN'S THEATER COMPANIES GAVE 118 PERFORMANCES SEEN BY 39,014 PEOPLE THROUGHOUT THE STATE, SIGNIFICANTLY MORE THAN ANTICIPATED. A PROGRAM WAS ALSO ESTABLISHED WHEREBY COMMUNITIES WILL GRADUALLY TAKE OVER THE FINANCIAL SUPPORT OF LOCAL THEATERS AND PERFORMANCES OF TOURING COMPANIES. THE TRAINING PROGRAMS IN CREATIVE DRAMATICS, WHICH SERVED A TOTAL OF 1,941 TEACHERS AND THEATER DIRECTORS, INVOLVED WORKSHOPS OF ELEMENTARY TEACHERS, A COURSE IN THEATER FOR CHILDREN OFFERED AT THE UNIVERSITY OF NEW HAMPSHIRE, AND PLAY DIRECTION WORKSHOPS FOR HIGH SCHOOL DRAMA COACHES AND LOCAL THEATER DIRECTORS. IN GENERAL, PROJECT TRY ACCOMPLISHED ITS AIMS AND EVEN EXCEEDED ITS EXPECTATIONS. AN EXPANSION OF ALL ITS PROGRAMS IN PROPORTION TO NEWLY IDENTIFIED NEEDS IS RECOMMENDED. (DL)

ED 013 830 TE 500 015

GERBER, JOHN
THE CHAIRMAN AND HIS DEPARTMENT.
ASSOCIATION OF DEPARTMENTS OF ENGLISH, NEW YORK, NY
PUB DATE OCT 67

EDRS PRICE MF-00.25 HC-00.48 10P.
DESCRIPTORS *ADMINISTRATIVE PERSONNEL, *ADMINISTRATOR RESPONSIBILITY, *ENGLISH, *HIGHER EDUCATION, ADMINISTRATOR ROLE, ENGLISH CURRICULUM, FACULTY RECRUITMENT, TEACHER IMPROVEMENT.

THREE IMPORTANT OBLIGATIONS OF THE ENGLISH DEPARTMENT CHAIRMAN ARE TO DEVELOP THE DEPARTMENT'S PROGRAM, TO IMPROVE THE QUALITY OF TEACHING, AND TO BUILD THE STAFF. THE CHAIRMAN'S IMMEDIATE RESPONSIBILITIES FOR THE ACADEMIC PROGRAM OF HIS DEPARTMENT ARE TO PROVIDE ADEQUATE BEGINNING AND ADVANCED COURSES FOR THE ENGLISH AND NON-ENGLISH SPECIALIST, TO RECRUIT UNDERGRADUATE MAJORS, AND TO SPEED UP DEGREE PROGRAMS, ESPECIALLY FOR GRADUATE DEGREES, IN ORDER TO TURN OUT MORE SPECIALISTS AT A FASTER RATE. TO IMPROVE THE QUALITY OF TEACHING, THE CHAIRMAN SHOULD NOT ONLY PROVIDE SUPERVISED TEACHING FOR DEGREE CANDIDATES BUT ALSO SHOULD VISIT CLASSES TAUGHT BY HIS STAFF AND ENCOURAGE THE STAFF TO TALK ABOUT THEIR TEACHING. TO SECURE AND KEEP A GOOD STAFF, HE SHOULD INVEST FUNDS TO GIVE THE DEPARTMENT DISTINCTION IN TWO OR THREE AREAS, RECRUIT ALERT, IMAGINATIVE PEOPLE POSSESSING A SENSE OF PROFESSIONALISM, AND DO ALL IN HIS POWER TO ENSURE HIGH MORALE. THIS ARTICLE APPEARED IN "THE ADE BULLETIN," NUMBER 15, OCTOBER 1967, PAGES 3-11. (BN)

ED 013 831 TE 500 018
BARRY, JAMES D.
THE FUTURE OF THE ENGLISH CURRICULUM.

MODERN LANGUAGE ASSN. OF AMERICA, NEW YORK, N.Y.

PUB DATE 67
EDRS PRICE MF-00.25 HC-01.84 44P.

DESCRIPTORS *ENGLISH CURRICULUM, *ENGLISH INSTRUCTION, *INSTITUTES (TRAINING PROGRAMS), *INSTRUCTIONAL MATERIALS, *INSTRUCTIONAL MATERIALS CENTERS, COMPOSITION (LITERARY), ENGLISH INSTITUTE MATERIALS CENTERS, GRAMMAR, INSTRUCTIONAL IMPROVEMENT, LITERATURE, LOYOLA UNIVERSITY, MATERIAL DEVELOPMENT, NDEA INSTITUTES, READING INSTRUCTION, TEACHING METHODS.

A SELECTION OF PAPERS DELIVERED ON JANUARY 28-31, 1967 AT LOYOLA UNIVERSITY'S NDEA INSTITUTE ON ENGLISH INSTITUTE MATERIALS CENTER (EIMC) MATERIALS CONSIDERED MEANS OF IMPROVING THE SELECTION AND USE OF CURRICULUM MATERIALS IN 1967 SUMMER INSTITUTES. IN THE "INTRODUCTION" JAMES D. BARRY EXPLAINS THE PURPOSE AND WORKINGS OF THE INSTITUTE. FOUR "TRENDS" PAPERS FROM THE CONFERENCE INCLUDED HERE PROVIDE EXPOSITION OF MAJOR IDEAS STIRRING THE PROFESSION AND DEMONSTRATE THE IMPORTANCE OF CONSIDERING TEXTBOOKS, COURSES, WORKSHOPS, OR MATERIALS IN TERMS OF SEMINAL IDEAS. THE PAPERS ARE "TRENDS IN TEACHING LITERATURE" BY ARTHUR M. EASTMAN, "TRENDS IN TEACHING LANGUAGE" BY HAROLD B. ALLEN, "TRENDS IN TEACHING COMPOSITION" BY WALLACE W. DOUGLAS, "TRENDS IN READING" BY WALTER T. PETTY, AND "THE USES OF EIMC MATERIALS IN 1966-SIGNIFICANCE FOR THE FUTURE" BY LEO RUTH. (BN)

ED 013 832 TE 500 020

BOWERS, FREDSON
WHAT CAN WE DO ABOUT THE PH.D.
ASSOCIATION OF DEPARTMENTS OF ENGLISH, NEW YORK, NY
PUB DATE SEP 66

EDRS PRICE MF-00.25 HC-00.44 9P.
DESCRIPTORS *DEGREE REQUIREMENTS, *DEGREES (TITLES), *DOCTORAL DEGREES, *DOCTORAL PROGRAMS, *ENGLISH, COLLEGE TEACHERS, DOCTORAL THESES, ENGLISH CURRICULUM, GRADUATE STUDENTS, GRADUATE STUDY, HIGHER EDUCATION.

THE MAJOR ISSUE IN RECENT DISCUSSIONS OF THE PH.D. DEGREE IN ENGLISH IS HOW TO PROVIDE A SUFFICIENT NUMBER OF PH.D.'S TO MEET THE NEEDS OF COLLEGES AND UNIVERSITIES AND PERHAPS ALSO TO LOWER THE ATTRITION RATE AMONG GRADUATE STUDENTS. DESPITE THE ACADEMIC WORLD'S FEAR OF A STATUS DISTINCTION BETWEEN THE UNDERGRADUATE TEACHER AND THE GRADUATE TEACHER, CHANGES IN REQUIREMENTS ARE NECESSARY AND TWO DIFFERENT DEGREES SHOULD BE AWARDED IN ORDER TO SUPPLY AND ACCREDIT ENOUGH UNDERGRADUATE TEACHERS AND TO PREVENT THE PRESENT RESEARCH-ORIENTED PH.D. FROM BECOMING A TEACHING DEGREE ONLY. THE DOCTOR OF LIBERAL ARTS (D.L.A.) DEGREE, WITH A PROGRAM SIMILAR IN EARLY STAGES TO THE PH.D. BUT REQUIRING LESS TIME AND MUCH LESS EMPHASIS ON THE DISSERTATION, WOULD SUPPLY ENOUGH UNDERGRADUATE TEACHERS. THE PH.D., HOWEVER, SHOULD BE REQUIRED FOR UNIVERSITY TEACHERS AND SCHOLARS. A STREAM-

LINING OF THE PRESENT PH.D. DEGREE, ESPECIALLY THE LENGTH AND SCOPE OF THE DISSERTATION, IS NEEDED, BUT REGARDLESS OF THE SHORTAGE OF DEGREE HOLDERS, THE PH.D. SHOULD NEVER BECOME A TEACHING DEGREE WITH LESS REGARD FOR ITS SCHOLARLY CONTENT. THIS ARTICLE APPEARED AS PART OF "THE ADE BULLETIN," NUMBER 9, SEPTEMBER 1966. (BN)

ED 013 833 TE 500 021

LAMAR, WILMER A. MCGUGAN, RUTH E.
THE RHETORIC PROGRAM AT THE UNIVERSITY OF ILLINOIS.
ASSOCIATION OF DEPARTMENTS OF ENGLISH, NEW YORK, NY
PUB DATE MAY 66

EDRS PRICE MF-00.25 HC-00.24 4P.
DESCRIPTORS *ENGLISH, *HIGHER EDUCATION, *PROGRAM DEVELOPMENT, *PROGRAM EVALUATION, *RHETORIC, COLLEGE FRESHMEN, COMPOSITION (LITERARY), ENGLISH PROGRAMS, SPEAKING, TEACHER QUALIFICATIONS, UNIVERSITY OF ILLINOIS.

BEGINNING IN 1964, THE RHETORIC DIVISION OF THE UNIVERSITY OF ILLINOIS BEGAN AN EXTENSIVE STUDY OF ITS RHETORIC PROGRAM. IN SUMMER 1965, THE INSTRUCTIONAL STAFF MET WITH HIGH SCHOOL TEACHERS AND CONSULTANTS TO REVIEW THE UNIVERSITY'S PROGRAM AND TO PLAN A REVISION OF THE BOOKLET, "STANDARDS IN FRESHMAN RHETORIC AT THE UNIVERSITY OF ILLINOIS." THIS ARTICLE DISCUSSES THE STUDIES MADE, AND INCLUDES GENERAL COMMENTS ON THE PREPARATION AND QUALIFICATIONS OF RHETORIC TEACHERS AND THE EFFECT ON THE RHETORIC PROGRAM OF THE CHANGING CALIBER OF ENTERING FRESHMEN. THIS ARTICLE APPEARED AS PART OF "THE ADE BULLETIN," NUMBER 8, MAY 1966. (BN)

ED 013 834 TE 500 023

RALEIGH, JOHN H.
THE FUNCTION OF THE ENGLISH DEPARTMENT PLACEMENT OFFICER.
ASSOCIATION OF DEPARTMENTS OF ENGLISH, NEW YORK, NY
PUB DATE OCT 64

EDRS PRICE MF-00.25 HC-00.16 2P.
DESCRIPTORS *ADMINISTRATOR ROLE, *COLLEGE TEACHERS, *EMPLOYMENT SERVICES, *ENGLISH, *JOB PLACEMENT, JOB APPLICATION, STUDENT PERSONNEL SERVICES, UNIVERSITY OF CALIFORNIA AT BERKELEY.

ONE PERSON IN EACH ENGLISH DEPARTMENT SHOULD ASSUME THE POSITION OF PLACEMENT OFFICER IN ORDER TO PROVIDE INFORMATION AND MORAL SUPPORT TO PH.D.'S LOOKING FOR JOBS. AT BERKELEY THE PLACEMENT OFFICER INTERVIEWS ALL PROSPECTIVE JOB SEEKERS IN SEPTEMBER AND PREPARES A COMPLETE FILE ON EACH STUDENT ON THE BASIS OF THIS INFORMATION AND A LIST OF THE INDIVIDUAL'S JOB PREFERENCES. THE PLACEMENT OFFICER PREPARES A LETTER WHICH IS ESSENTIALLY A BIOGRAPHY OF THE STUDENT'S WORK AT BERKELEY. HE SENDS THESE LETTERS WHEN HE THINKS A PARTICULAR POSITION MIGHT BE APPROPRIATE FOR A STUDENT OR WHEN A UNIVERSITY EVINCES INTEREST. THE STUDENTS ARE ADVISED NOT TO TAKE JOBS UNTIL AFTER THE MLA DECEMBER MEETING. THIS ARTICLE APPEARED AS PART OF

ED 013 835 **UD 001 584**
SMITH, RICHARD W. AND OTHERS
MEDIA AND THE EDUCATION OF THE DISADVANTAGED.

NATIONAL EDUCATION ASSN., WASHINGTON, D.C.

PUB DATE JAN 65

EDRS PRICE MF-\$0.50 HC-\$2.95 70P.

DESCRIPTORS *AUDIOVISUAL AIDS, *AUDIOVISUAL INSTRUCTION, *DISADVANTAGED YOUTH, ACTION PROGRAMS (COMMUNITY), AMERICAN INDIANS, AUDIOVISUAL CENTERS, CREATIVE TEACHING, DROPOUTS, EDUCATION, EDUCATIONAL TELEVISION, ENRICHMENT PROGRAMS, KINDERGARTEN, MIGRANT CHILDREN, NEIGHBORHOOD SHOW, NON-ENGLISH SPEAKING, PEACE CORPS, PRESCHOOL PROGRAMS, TAPE RECORDERS, URBAN AREAS.

THE CONTENTS OF THIS JOURNAL ISSUE OF "AUDIOVISUAL INSTRUCTION," VOLUME 10, NUMBER 1, JANUARY 1965, ARE DEVOTED TO WAYS OF INSTRUCTING THE SOCIALLY DISADVANTAGED CHILD THROUGH MORE EFFECTIVE USE OF MATERIALS. SOME OF THE ARTICLES BRIEFLY DISCUSS THE USE OF AUDIOVISUAL INSTRUCTION IN PRESCHOOL AND KINDERGARTEN PROGRAMS, IN A PEACE CORPS PROJECT, AND IN PROGRAMS FOR APPALACHIANS, DROPOUTS, MIGRANTS, INDIANS, AND NON-ENGLISH SPEAKING AND BILINGUAL CHILDREN. OTHERS REPORT ON PROGRAMS IN NEW YORK CITY, MILWAUKEE, SAN DIEGO, DETROIT, AND CHICAGO. USE OF TELEVISION AND ELECTRONICS, THE "NEIGHBORHOOD SHOW," CREATIVE TEACHING, AND ACTION PROGRAMS TO TEACH THE SOCIALLY DISADVANTAGED ARE SUBJECTS OF OTHER ARTICLES. A DISCUSSION OF CURRENT AUDIOVISUAL LITERATURE AND AN INDEX OF REVIEWS OF MATERIALS ARE ALSO PRESENTED. (MR)

ED 013 836 **UD 002 870**
MOYNIHAN, DANIEL PATRICK
EMPLOYMENT, INCOME, AND THE ORDEAL

ILLY.
AMERICAN ACADEMY OF ARTS AND SCIENCE, BOSTON, MASS

PUB DATE 65

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *EMPLOYMENT, *INCOME, *NEGROES, AFDC PROGRAMS, AGRICULTURAL LABORERS, BLUE COLLAR OCCUPATIONS, CIVIL RIGHTS, ECONOMIC DISADVANTAGEMENT, EMPLOYMENT OPPORTUNITIES, FAMILY (SOCIOLOGICAL UNIT), MALES, SERVICE OCCUPATIONS, UNEMPLOYMENT, WHITE COLLAR OCCUPATIONS.

THE EMPHASIS IN THE CIVIL RIGHTS REVOLUTION IS MOVING FROM A STRESS ON FREEDOM TO A DEMAND FOR EQUALITY IN ALL ASPECTS OF AMERICAN LIFE, AND EMPLOYMENT FOR THE NEGRO IS THE MOST IMPORTANT FACTOR IN THE PROGRESS TOWARD EQUALITY. THERE HAVE BEEN GAINS FOR THE NEGRO PROFESSIONAL AND FOR TECHNICAL AND CLERICAL WORKERS BUT LOSSES FOR BLUE COLLAR, SERVICE, HOUSEHOLD, LABORER, AND SALES WORKERS AND IN MANAGERIAL AND PROPRIETARY POSITIONS. THE NET RESULT IS THAT THE RATE OF NEGRO UNEMPLOYMENT HAS RISEN STEADILY IN COMPARISON WITH THE RATE OF WHITE UNEMPLOYMENT. THE GAP BETWEEN NEGRO AND WHITE

INCOME HAS BEEN WIDENING, ESPECIALLY FOR THE NEGRO MALE. THE MALE EARNS A LOW INCOME IN A LOW PRESTIGE JOB AND IS FACED WITH A HIGH RATE OF UNEMPLOYMENT. THE POVERTY IN THE NEGRO FAMILY WHICH IS A PRODUCT OF THIS ECONOMIC SITUATION CAUSES THE FAMILY'S BREAKUP AND THE LARGE NUMBER OF MOTHER-ONLY HOUSEHOLDS IN WHICH THE CHILDREN ARE SUPPORTED BY AID TO FAMILIES OF DEPENDENT CHILDREN. THE MOST IMPORTANT CURRENT SOCIAL QUESTION IS TO DETERMINE WHETHER OR NOT FULL EMPLOYMENT OPPORTUNITIES WOULD HAVE AN EFFECT ON THE STRUCTURE OF THE NEGRO FAMILY. (CHARTS AND TABLES ON DATA BASED FROM THE CENSUS, BUREAU OF LABOR STATISTICS, AND THE DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE ARE INCLUDED.) THIS ARTICLE WAS PUBLISHED IN THE FALL 1965 ISSUE OF DAEDALUS, AN ISSUE ON "THE NEGRO AMERICAN," AND IS AVAILABLE FROM THE PUBLISHER AS A BACK ISSUE. MATERIAL IN THE ISSUE WAS ALSO PUBLISHED AS A BOOK, HOUGHTON MIFFLIN, 1966, \$9.50. (NH)

ED 013 837 **UD 002 871**
DRAKE, SAINT CLAIR
THE SOCIAL AND ECONOMIC STATUS OF

THE NEGRO IN THE UNITED STATES.
AMERICAN ACADEMY OF ARTS AND SCIENCE, BOSTON, MASS

PUB DATE 65

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *GHETTOS, *NEGROES, *RACIAL DISCRIMINATION, *SOCIAL DISADVANTAGEMENT, *SOCIAL STRUCTURE, BLACK BELT, DISEASES, ECONOMIC DISADVANTAGEMENT, ECONOMIC STATUS, EMPLOYMENT OPPORTUNITIES, HEALTH, INCOME, LOWER CLASS, MEDICAL SERVICES, MIDDLE CLASS, SELF CONCEPT, SOCIAL DISCRIMINATION, SOCIAL STATUS, UPPER CLASS.

A CASTE-CLASS ANALYSIS IS A USEFUL FRAMEWORK FROM WHICH TO STUDY THE CURRENT POSITION OF THE NEGRO. HIS SPATIAL ISOLATION HAS CREATED A RACE CONSCIOUSNESS AND A RACIAL SUBCULTURE WITH DISTINCTIVE FOLKWAYS (MUSIC, FOOD, AND CHURCHES). THE NEGRO LOWER CLASS IS STRATIFIED INTO AN "ORGANIZED" SECTOR WHOSE LIFE STYLE IS ORIENTED AROUND THE CHURCH AND MIDDLE CLASS MORALITY, AND A "DISORGANIZED" GROUP WHICH IS CRIMINAL AND AMORAL. THE NEGRO UPPER CLASS LIFE STYLE IS SIMILAR TO THAT OF THE WHITE UPPER MIDDLE CLASS. MEMBERS OF THIS CLASS ARE NOT VICTIMIZED BY THE GHETTO BUT BY THE SOCIAL EXCLUSION BY UPPER CLASS WHITES. BY CONTRAST, THE BROAD AND DIFFUSE NEGRO MIDDLE CLASS IS MORE CONCERNED WITH RACE CONSCIOUSNESS AND SOLIDARITY THAN WITH UPWARD MOBILITY. THE INCOME GAP AND THE JOB CEILING IN NEGRO EMPLOYMENT AFFECT THE CRUCIAL PROBLEM OF IDENTIFICATION AND CREATE IN THE NEGRO A "DEFENSIVE SOLIDARITY" WITH "THE RACE." FOR THE LOWER CLASS ESPECIALLY, ISOLATION FROM THE MAINSTREAM RESULTS IN A LACK OF EXPOSURE TO THE TECHNIQUES OF UPWARD MOBILITY AND AN INABILITY TO ACHIEVE THIS IDEAL. POWERLESSNESS IS THE KEY TO THE NEGRO REACTION TO THE CASTE-CLASS SYSTEM. AT THE PRESENT TIME THERE ARE FEW SIGNS THAT THE NEGRO MASSES WILL PROFIT FROM THE SOCIAL AND ECON-

OMIC CHANGES THAT ARE THE PRODUCTS OF THE CIVIL RIGHTS MOVEMENT. IT IS THUS IMPORTANT TO MAKE THE URBAN BLACK BELT GHETTOS MORE STABLE AND ATTRACTIVE COMMUNITIES. THIS ARTICLE WAS PUBLISHED IN THE FALL 1965 ISSUE OF DAEDALUS, AN ISSUE ON "THE NEGRO AMERICAN," AND IS AVAILABLE FROM THE PUBLISHER AS A BACK ISSUE. MATERIAL IN THE ISSUE WAS ALSO PUBLISHED AS A BOOK, HOUGHTON MIFFLIN, 1966, \$9.50. (NH)

ED 013 838 **UD 002 872**
FEIN, RASHI
AN ECONOMIC AND SOCIAL PROFILE OF

THE NEGRO AMERICAN.
AMERICAN ACADEMY OF ARTS AND SCIENCE, BOSTON, MASS

PUB DATE 65

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *EDUCATION, *INCOME, *NEGROES, *UNEMPLOYMENT, CAUCASIANS, COMPARATIVE STATISTICS, EMPLOYMENT OPPORTUNITIES, EQUAL OPPORTUNITIES (JOBS), HEALTH, HOUSING, RACIAL DISCRIMINATION, SOCIOECONOMIC STATUS, STATISTICAL STUDIES.

A "TIME LAG" STATISTICAL METHOD WHICH COMPARES THE RELATIVE SPEED OF MOVEMENT OF NEGROES AND WHITES TO REACH THE SAME LEVEL ON A NUMBER OF INDICES SHOWS THAT NEGROES LAG IN LIFE EXPECTANCY, RATE OF BIRTHS IN HOSPITALS, INFANT MORTALITY, HEALTH CONDITIONS, EDUCATIONAL ATTAINMENT, AND EMPLOYMENT POSSIBILITIES. THE NEGRO UNEMPLOYMENT RATES FLUCTUATE BETWEEN "DEPRESSION AND GREAT DEPRESSION," WHEREAS WHITE RATES VARY BETWEEN PROSPERITY AND RECESSION. NEGROES ALSO ARE UNEMPLOYED FOR LONGER PERIODS AND WHEN WORKING ARE MORE LIKELY TO HAVE PART-TIME JOBS. INCOME PATTERNS SHOW THAT NEGROES ARE THREE TIMES MORE LIKELY TO BE POOR THAN WHITES. HOUSING CONDITIONS ALSO SHOW THE TIME LAG, IN BOTH OVERCROWDING AND THE EXTENT OF SUBSTANDARD UNITS. ALTHOUGH NEGROES FACE DIFFERENT ECONOMIC AND SOCIAL CONDITIONS THAN PREVIOUS MINORITY GROUPS HAD TO CONFRONT, THEY COULD ACHIEVE OPPORTUNITIES OF ALL KINDS WHICH WOULD NARROW THE GAP BETWEEN NEGRO AND WHITE SUCCESS IF THERE WERE NO DISCRIMINATION. THE MOST PROPITIOUS TIME FOR IMPROVEMENT IS DURING A PERIOD OF FLOURISHING ECONOMY, AND INCREASED OPPORTUNITY MIGHT INCLUDE PREFERENTIAL TREATMENT IN EDUCATIONAL AND EMPLOYMENT PRACTICES, PROVIDED THAT "PREFERENCE FOR SOME DOES NOT MEAN RETROGRESSION FOR OTHERS." THIS ARTICLE WAS PUBLISHED IN THE FALL 1965 ISSUE OF DAEDALUS, AN ISSUE ON "THE NEGRO AMERICAN," AND IS AVAILABLE FROM THE PUBLISHER AS A BACK ISSUE. MATERIAL IN THE ISSUE WAS ALSO PUBLISHED AS A BOOK, HOUGHTON MIFFLIN, 1966, \$9.50. (NH)

ED 013 839 **UD 002 873**
HAUSER, PHILIP M.
DEMOGRAPHIC FACTORS IN THE INTEGRATION OF THE NEGRO.

AMERICAN ACADEMY OF ARTS AND SCIENCE, BOSTON, MASS

PUB DATE 65

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *DEMOGRAPHY.

*NEGROES, *POPULATION GROWTH, *RACIAL INTEGRATION, *URBAN ENVIRONMENT, ECONOMIC DISADVANTAGEMENT, EDUCATION, FAMILY STRUCTURE, HOUSING DISCRIMINATION, ILLITERACY, INCOME, LABOR FORCE, MIGRATION, OCCUPATIONS, POPULATION DISTRIBUTION, RACIAL SEGREGATION, SLAVERY.

DEMOGRAPHIC FACTORS HAVE HAD NEGATIVE RATHER THAN POSITIVE EFFECTS ON INTEGRATION (DEFINED HERE AS A KIND OF ACCULTURATION). THE POPULATION HISTORY OF THE NEGRO INDICATES THAT (1) SINCE 1910 THE NEGRO POPULATION HAS GROWN ENORMOUSLY, (2) NEGROES HAVE BEEN REDISTRIBUTED INTO THE NORTHERN AND WESTERN URBAN AREAS, (3) THEY HAVE REMAINED LARGELY IN SEGREGATED HOUSING, (4) THEY HAVE LAGGED BEHIND WHITES IN BOTH EDUCATIONAL AND OCCUPATIONAL AND INCOME LEVELS, AND (5) THEY LIVE IN GREATER POVERTY. THE EARLY EXPERIENCES AND CASTE STATUS OF THE AMERICAN NEGRO DESTROYED THE AFRICAN FAMILY PATTERNS, PREVENTED THE DEVELOPMENT OF A MIDDLE CLASS FAMILY STRUCTURE, AND DISORGANIZED THE FAMILY LIFE. INTERNAL MIGRATION IS THE MAJOR FACTOR IN FOSTERING INTEGRATION, BUT PRESENTLY DEMOGRAPHIC VARIABLES AND WHITE BEHAVIOR AND ATTITUDES IMPEDE ASSIMILATION. NEEDED ARE EFFORTS TO DECREASE THE BIRTH RATE, WORK OPPORTUNITIES WHICH WOULD GIVE DIGNITY AND AN ADEQUATE INCOME TO NEGRO MALES, AND HOUSING OPPORTUNITIES TO BREAK DOWN THE GHETTO. TO FACILITATE INTEGRATION, EDUCATORS SHOULD OFFER THE NEGRO CHILD INCENTIVE, MOTIVATION, AND TRAINING WHICH WOULD ENABLE HIM TO COMPETE SUCCESSFULLY WITH THE WHITE CHILD. THERE ALSO MUST BE MASSIVE "CORRECTIVE" EDUCATION FOR WHITES UNDER GOVERNMENT SPONSORSHIP AND THROUGH ALL MEDIA. THE PREFERRED STRATEGY FOR INTEGRATION IS ONE WHICH MAXIMIZES CONSENSUS, WITH CONFLICT TECHNIQUES USED ONLY WHEN NECESSARY. THIS ARTICLE WAS PUBLISHED IN THE FALL 1965 ISSUE OF DAEDALUS, AN ISSUE ON "THE NEGRO AMERICAN," AND IS AVAILABLE FROM THE PUBLISHER AS A BACK ISSUE. MATERIAL IN THE ISSUE WAS ALSO PUBLISHED AS A BOOK, HOUGHTON MIFFLIN, 1966, \$9.50. (NH) HOUGHTON MIFFLIN BOOK \$9.50.

ED 013 840 UD 002 874
TOBIN, JAMES
ON IMPROVING THE ECONOMIC STATUS OF THE NEGRO.
AMERICAN ACADEMY OF ARTS AND SCIENCE, BOSTON, MASS
PUB DATE 65

DOCUMENT NOT AVAILABLE FROM EDRS.
DESCRIPTORS *ECONOMIC CLIMATE, *INCOME, *LABOR MARKET, *NEGROES, *UNEMPLOYMENT, AGRICULTURAL LABORERS, ECONOMIC DISADVANTAGEMENT, ECONOMIC STATUS, EMPLOYMENT PRACTICES, FEDERAL AID, FINANCIAL POLICY, JOB TRAINING, LABOR FORCE, MANPOWER UTILIZATION, RACIAL DISCRIMINATION, WELFARE.

EFFORTS TO ELIMINATE NEGRO POVERTY MUST BE UNDERTAKEN WITHIN A FAVORABLE OVERALL ECONOMIC CLIMATE, AND THE CURRENT CLIMATE IS NOT FAVORABLE BECAUSE MANPOWER AND PLANT CAPACITY ARE NOT FULLY UTILIZED. SUCH FACTORS AS LIMITED JOBS,

EXAGGERATED JOB REQUIREMENTS, LOWER EARNING CAPACITY, DURATION OF UNEMPLOYMENT, FLUCTUATIONS OF THE BUSINESS CYCLE, AND RESTRICTIVE PRACTICES CONTRIBUTE TO THE POOR ECONOMIC SITUATION OF THE NEGRO. THE SINGLE MOST IMPORTANT STEP TO IMPROVE THIS CONDITION IS A TIGHT LABOR MARKET IN WHICH UNEMPLOYMENT IS LOW AND JOB VACANCIES ARE PLENTIFUL. HOWEVER, FISCAL AND MONETARY MEASURES TO CREATE FULL EMPLOYMENT IN PEACETIME ARE CONSTRAINED BY THE OBSSIVE FEAR OF INFLATION AND BALANCE OF PAYMENTS DEFICITS, WHICH IS THE RESULT OF THE FIXED IDEA OF STABILIZING THE GOLD VALUE OF THE DOLLAR. REFORMS IN THE ECONOMIC STRUCTURE WHICH WOULD IMPROVE LABOR MOBILITY AND BREAK THROUGH RESTRICTIVE BARRIERS WOULD MEET WITH ECONOMIC AND POLITICAL RESISTANCE FROM ALL KINDS OF SPECIAL GROUPS. FOR THOSE WITH LOW EARNING CAPACITY SUPPLEMENTAL INCOME IS IMPERATIVE (E.G., AN INCOME ALLOWANCE OR NEGATIVE INCOME TAX) TO REPLACE THE DEMORALIZING, ECONOMICALLY AND SOCIALLY UNSOUND PRESENT PUBLIC ASSISTANCE POLICIES. OTHER MEASURES TO INCREASE INCOME ARE DAY CARE AND PRESCHOOL PROGRAMS TO ENABLE THE MOTHER TO WORK AND THE RETRAINING OF FARM WORKERS FOR URBAN AND INDUSTRIAL JOBS. THIS ARTICLE WAS PUBLISHED IN THE FALL 1965 ISSUE OF DAEDALUS, AN ISSUE ON "THE NEGRO AMERICAN," AND IS AVAILABLE FROM THE PUBLISHER AS A BACK ISSUE. MATERIAL IN THE ISSUE WAS ALSO PUBLISHED AS A BOOK, HOUGHTON MIFFLIN, 1966, \$9.50. (NH)

ED 013 841 UD 002 875
FRANKLIN, JOHN HOPE
THE TWO WORLDS OF RACE--A HISTORICAL VIEW.
AMERICAN ACADEMY OF ARTS AND SCIENCE, BOSTON, MASS
PUB DATE 65

DOCUMENT NOT AVAILABLE FROM EDRS.
DESCRIPTORS *DISCRIMINATORY LEGISLATION, *NEGRO HISTORY, *RACIAL SEGREGATION, *RACISM, CIVIL RIGHTS, CIVIL RIGHTS LEGISLATION, CIVIL WAR (UNITED STATES), COLONIAL HISTORY (UNITED STATES), FEDERAL GOVERNMENT, NEGRO LEADERSHIP, NEGROES, NORTHERN ATTITUDES, POLITICAL DIVISIONS (GEOGRAPHIC), POWER STRUCTURE, RACIAL INTEGRATION, RECONSTRUCTION ERA, SEGREGATIONIST ORGANIZATIONS, SLAVERY, SOCIAL STRUCTURE, SOUTHERN ATTITUDES.

NEGRO SLAVERY WAS DEEPLY ENTRENCHED BY THE TIME OF THE REVOLUTIONARY WAR AND THE "PLACE" OF THE NEGRO CLEARLY DEFINED IN THE EARLY DAYS OF THE REPUBLIC. EVEN THE MORE LIBERAL NORTHERNERS FELT THAT NEGROES SHOULD BE ISOLATED FROM THE MAINSTREAM, I.E., IN SEPARATE SCHOOLS WHICH TAUGHT VOCATIONAL SUBJECTS, WHILE SOUTHERNERS PROPOSED COLONIZATION SCHEMES (REPATRIATION) AS A MEANS OF SEPARATING THE RACES. BY THE TIME OF THE CIVIL WAR THE NEGRO WAS WIDELY HELD TO BE DIFFERENT AND INFERIOR. DURING THE WAR AND THE RECONSTRUCTION ERAS THERE WERE NO MEANINGFUL STRIDES TOWARD ELIMINATING RACIAL BARRIERS, AND IN THE FOLLOWING DECADES THE SOUTH BEGAN TO LEGISLATE INEQUALITY AND

SEGREGATION BY STATUTE. CONSEQUENTLY, NEGROES DEVELOPED THEIR OWN NEWSPAPERS, CHURCHES, AND ORGANIZATIONS. THE PERIOD FOLLOWING WORLD WAR I WAS ONE IN WHICH RACISM WAS MAINTAINED--DESPITE THE CHANGES DURING THE 1930'S--AND NOT UNTIL THE POST-WORLD WAR II PERIOD WERE EFFORTS MADE TO ATTACK EXISTING RACIAL POLICIES. THE STATE AND ITS POLITICAL SUBDIVISIONS ARE THE MOST POWERFUL FORCES PERPETUATING RACIAL SEPARATION. POLITICIANS AND OFFICIALS BOTH LEAD AND REFLECT LOCAL DISCRIMINATORY SENTIMENTS, AND THE COMMUNITY ITSELF HAS SPAWNED WHITE SUPREMACIST GROUPS (THE KU KLUX KLAN AND CITIZENS COUNCILS). BIGOTS HAVE SOUGHT JUSTIFICATION IN AMERICAN HISTORY IN THEIR EFFORTS TO RESIST DESEGREGATION AND EQUALITY. THIS ARTICLE WAS PUBLISHED IN THE FALL 1965 ISSUE OF DAEDALUS, AN ISSUE ON "THE NEGRO AMERICAN," AND IS AVAILABLE FROM THE PUBLISHER AS A BACK ISSUE. MATERIAL IN THE ISSUE WAS ALSO PUBLISHED AS A BOOK, HOUGHTON MIFFLIN, 1966, \$9.50. (NH)

ED 013 842 UD 002 975
JUSTMAN, JOSEPH
ABILITY GROUPING--WHAT GOOD IS IT.
PUB DATE FEB 67
EDRS PRICE MF-\$0.25 HC-\$0.20 3P.

DESCRIPTORS *ABILITY GROUPING, *ACHIEVEMENT GAINS, *HOMOGENEOUS GROUPING, DATA, ELEMENTARY SCHOOLS, EXPERIMENTS, GRADE 3, GRADE 4, HETEROGENEOUS GROUPING, METROPOLITAN READING TEST, READING TESTS, SPECIAL PROGRAMS, STUDENTS.

RESEARCH FINDINGS ON ABILITY GROUPING ARE INCONCLUSIVE BECAUSE NEITHER HETEROGENEITY NOR HOMOGENEITY HAS BEEN DEFINED WITH SUFFICIENT CLARITY. THE TENDENCY IN THESE STUDIES HAS BEEN TO STRESS THE PERFORMANCE OF THE PUPILS IN SUCH CLASSES RATHER THAN THE PERFORMANCE OF THE CLASS AS A WHOLE. IN A STUDY OF 181 CLASSES (4,705 PUPILS) HOMOGENEITY WAS MEASURED BY THE STANDARD DEVIATION OF CLASS PERFORMANCE ON THE FIRST TWO METROPOLITAN READING TESTS GIVEN IN TWO SUCCESSIVE YEARS. GROWTH WAS THEN DETERMINED BY THE DIFFERENCES IN CLASS MEANS ON THE TWO TESTS. THE SAME SUBJECTS WERE TESTED IN GRADE THREE AND FOUR, AND WERE DIVIDED INTO HIGH, AVERAGE, AND LOW LEVELS OF ACHIEVEMENT AND DEGREE OF HOMOGENEITY. (A STANDARD DEVIATION OF 6.0 THROUGH 8.9 MONTHS CHARACTERIZED "AVERAGE HOMOGENEITY.") FINDINGS SHOW AN INCONSISTENT GROWTH PATTERN--(1) ON THE WORD KNOWLEDGE SUBTEST, MEAN GROWTH WAS PRACTICALLY IDENTICAL FOR THE AVERAGE AND LOW HOMOGENEITY CLASSES, AND (2) ON THE READING SUBTEST, THE LOW HOMOGENEITY CLASSES SHOWED GREATER GROWTH THAN THE AVERAGE OR HIGH CLASSES. EVIDENCE OF INCONSISTENCY WAS ALSO EVIDENT WHEN VARIOUS COMBINATIONS OF INITIAL ACHIEVEMENT LEVEL AND CLASS HOMOGENEITY WERE ANALYZED. THEREFORE, NARROWING THE RANGE OF ABILITY IN CLASSES DOES NOT IFPSO FACTO IMPROVE PUPIL ACHIEVEMENT. PROGRAMS DESIGNED SPECIFICALLY FOR THE SEVERAL ABILITY LEVELS ARE NEEDED AS A CONCOMITANT OF ABILITY GROUPING.

THIS ARTICLE WAS PUBLISHED IN "THE URBAN REVIEW," VOLUME 2, FEBRUARY 1967. (NH)

ED 013 843 **UD 002 977**

GITTELL, MARILYN
PROBLEMS OF SCHOOL DECENTRALIZATION IN NEW YORK CITY.

PUB DATE FEB 67

EDRS PRICE MF-\$0.25 HC-\$0.40 8P.

DESCRIPTORS *COMMUNITY INVOLVEMENT, *DECENTRALIZATION, *SCHOOL ADMINISTRATION, *SCHOOL COMMUNITY RELATIONSHIP, BOARD OF EDUCATION POLICY, BUDGETING, COMMUNITY ORGANIZATIONS, EDUCATIONAL FACILITIES, PUBLIC SCHOOL SYSTEMS, SCHOOL FUNDS, SCHOOL PERSONNEL, SCHOOL POLICY, SCHOOL SUPERINTENDENTS.

DEMANDS FOR GREATER COMMUNITY INVOLVEMENT IN AND LOCAL CONTROL OF PUBLIC SCHOOLS ARE BECOMING INCREASINGLY INSISTENT. IN SEVERAL OF NEW YORK CITY'S SCHOOL DISTRICTS LOCAL BOARDS HAVE TAKEN THE INITIATIVE TO HEIGHTEN THEIR EFFECTIVENESS AND POWERS, BUT THEY AND OTHERS DISAGREE ABOUT DEFINITION OF DECENTRALIZATION AND WAYS TO IMPLEMENT IT. AN EFFECTIVE PLAN MUST CLARIFY (1) SELECTION PROCEDURES FOR LOCAL SCHOOL BOARDS, (2) WAYS TO APPOINT THE LOCAL SUPERINTENDENT, (3) BUDGET QUESTIONS, (4) DEPLOYMENT OF PERSONNEL, AND (5) SCHOOL DISTRICT BOUNDARIES. WIDESPREAD COMMUNITY REPRESENTATION ON LOCAL BOARDS IS ONE WAY TO HAVE LOCAL LOYALTY AND PROBLEMS BETTER REFLECTED IN THE SCHOOLS. A TYPICAL 11-MEMBER GROUP MUST INCLUDE FIVE PARENTS, TWO TEACHERS, THREE COMMUNITY ORGANIZATION REPRESENTA-

IAL. THE DISTRICT SUPERINTENDENT SHOULD BE CHOSEN BY THE CRITERIA OF LOCAL SELECTION, FOCUS OF HIS LOYALTIES, ACCOUNTABILITY AND ABILITY TO DEVELOP COMMUNITY INVOLVEMENT. LUMP SUM APPROPRIATIONS WOULD AID LOCAL PLANNING FOR BUDGET ALLOCATIONS AND LOCAL CONTROL OVER THE DEVELOPMENT OF STAFF. SUCH BUDGET CONTROL IS THE SINGLE MOST IMPORTANT WAY TO RESPOND TO COMMUNITY INTEREST AND TO ENCOURAGE INNOVATION AND PROVIDE FLEXIBILITY. PRACTICAL DECENTRALIZED BOUNDARIES MIGHT BE DERIVED FROM EDUCATIONAL PARKS, STRENGTHENING THE PRESENT 31 SCHOOL DISTRICTS OR REORGANIZING THEM INTO 15 NEW AREAS, OR FROM CREATING FIVE NEW BOROUGH-WIDE DIVISIONS. THIS ARTICLE WAS PUBLISHED IN "THE URBAN REVIEW," VOLUME 2, FEBRUARY 1967. (NH)

ED 013 844 **UD 002 978**

GANS, HERBERT J.
THE MASS MEDIA AS AN EDUCATIONAL INSTITUTION.

PUB DATE FEB 67

EDRS PRICE MF-\$0.25 HC-\$0.56 12P.

DESCRIPTORS *AMERICAN CULTURE, *EDUCATION, *MASS MEDIA, *SCHOOLS, *SOCIALIZATION, *URBAN SCHOOLS, ADMINISTRATIVE ORGANIZATION, COMPARATIVE ANALYSIS, CULTURAL FACTORS, CULTURAL PLURALISM, EDUCATIONAL ENVIRONMENT, LEARNING, LOWER MIDDLE CLASS, MODELS, ROLE THEORY, SOCIAL MOBILITY, SOCIAL

STRUCTURE, STUDENTS, SUBURBAN SCHOOLS, TEACHING, TELEVISION.

THE TEACHING AND LEARNING PROVIDED BY BOTH THE MASS MEDIA AND THE SCHOOLS SHOULD BE ANALYZED. THIS RESEARCH WOULD CONCENTRATE ON NETWORK TELEVISION AND THE URBAN AND SUBURBAN LOWER MIDDLE CLASS SCHOOLS AND COMPARE THEIR SUCCESS AS EDUCATIONAL INSTITUTIONS. THE ANALYSIS COULD COMPARE THE STRUCTURES OF THESE INSTITUTIONS AND THEIR FUNCTIONS AND PROBLEMS (E.G. THEIR CONTENT, ADMINISTRATIVE STRUCTURE, AND ROLES AS INSTRUMENTS OF SOCIALIZATION AND PERPETUATORS OF AMERICAN CULTURE). THESE MEDIA OFFER IDEALIZED ROLE MODELS, A MORE REALISTIC "POLITICAL" VIEW OF CURRENT EVENTS AND INSTITUTIONS, AND TRAINING IN "CONSUMPTION AND SPECTATORING," IN CONTRAST TO THE 19TH CENTURY PURITAN TRADITION THAT THE SCHOOLS OFFER. BOTH INSTITUTIONS ENCOURAGE A MOBILITY WHICH IS STRATIFIED WITHIN CLASS HIERARCHIES AND WHICH DOES NOT UPSET THE STATUS QUO. A COMPARATIVE ANALYSIS SUCH AS THIS RAISES POLICY IMPLICATIONS ABOUT THE OPTIMAL ENVIRONMENT FOR LEARNING AND THE CONTENT TO BE TAUGHT WITHIN EACH OF THESE DIFFERENT INSTITUTIONS. WITHIN THE PLURALISTIC TRADITION OF AMERICAN SOCIETY, BOTH INSTITUTIONS ARE COMPETING FOR "CULTURAL POWER," AND TO REAP THE BENEFITS OF THIS PLURALISM, ONE SHOULD DETERMINE THE AREAS IN WHICH EACH IS PARTICULARLY EFFECTIVE AND IN WHAT WAYS EACH CAN BENEFIT FROM THE OTHER. THIS ARTICLE WAS PUBLISHED IN "THE URBAN REVIEW," VOLUME 2, FEBRUARY 1967. (NH)

ED 013 845 **UD 002 980**

CHANNON, GLORIA
THE MORE EFFECTIVE SCHOOLS.

PUB DATE FEB 67

EDRS PRICE MF-\$0.25 HC-\$0.40 8P.

DESCRIPTORS *EDUCATIONAL PROGRAMS, *EVALUATION, *SLUM SCHOOLS, *TEACHERS, ADMINISTRATIVE PERSONNEL, BUDGETING, CLUSTER GROUPING, DISCIPLINE, ECONOMICALLY DISADVANTAGED, GUIDANCE SERVICES, HETEROGENEOUS GROUPING, MIDDLE CLASS VALUES, MORE EFFECTIVE SCHOOLS, PRINCIPALS, READING, SCHOOL PERSONNEL, SMALL CLASSES, SPECIAL SERVICES, STUDENTS, UNIONS, UNITED FEDERATION OF TEACHERS.

MORE EFFECTIVE SCHOOLS, A NEW YORK CITY SPECIAL SCHOOL PROGRAM, IS CRITICALLY EVALUATED HERE. THE PROGRAM, INITIATED BY THE UNITED FEDERATION OF TEACHERS (UFT), AND DEVELOPED BY THE BOARD OF EDUCATION, THE COUNCIL OF SUPERVISORY ASSOCIATIONS, AND THE UFT, EMPHASIZES THE IMPORTANCE OF A GUIDANCE APPROACH IN TEACHING GHETTO CHILDREN. THE CLASSES IN THE 21 PARTICIPATING SCHOOLS HAVE A MAXIMUM SIZE OF 22 STUDENTS, AND THE PROGRAM OFFERS SUPPLEMENTARY HEALTH AND COMMUNITY SERVICES, "CLUSTER" CLASS ARRANGEMENTS, AND HETEROGENEOUS GROUPING. IT IS FELT THAT THE PROGRAM HAS BEEN A TREMENDOUS FAILURE. THIS CRITICISM IS BASED ON FIRSTHAND EXPERIENCE, FROM WHICH THE ROLES OF THE ADM-

INISTRATION AND THE TEACHERS WERE ANALYZED. THE ADMINISTRATION WAS FOUND TO BE RIGID, RESTRICTIVE, AND UNIMAGINATIVE, AND THE TEACHERS INEXPERIENCED, IN CONFLICT WITH ONE ANOTHER, AND OFTEN HOSTILE TO THE CHILDREN. CRITICIZED TOO IS THE EMASCULATION OF SOME OF THE BEST FEATURES OF THE INITIAL PLAN BECAUSE OF A LACK OF MONEY AND INSPIRING PRINCIPALS. THIS ARTICLE WAS PUBLISHED IN "THE URBAN REVIEW," VOLUME 2, FEBRUARY 1967. (NH)

ED 013 846 **UD 003 671**

HOWARD, JACK AND OTHERS
THE NEIGHBORHOOD YOUTH CORPS-HELP OR HANDOUT.

NATIONAL COMMITTEE ON EMPLOYMENT OF YOUTH, NEW YORK
PUB DATE 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *DISADVANTAGED YOUTH, *EVALUATION, *FEDERAL PROGRAMS, *POVERTY PROGRAMS, *WORK EXPERIENCE PROGRAMS, BASIC SKILLS, CONTINUING EDUCATION, DROPOUTS, EDUCATIONAL PROGRAMS, EMPLOYMENT OPPORTUNITIES, HIGH SCHOOL STUDENTS, JOB SKILLS, JOB TRAINING, MINORITY GROUPS, NEIGHBORHOOD YOUTH CORPS, OUT OF SCHOOL YOUTH, REMEDIAL INSTRUCTION, SOCIOPSYCHOLOGICAL SERVICES, WORK STUDY PROGRAMS.

THE SUCCESSES AND FAILURES OF THE NEIGHBORHOOD YOUTH CORPS (NYC) ARE DISCUSSED IN THIS JOURNAL ISSUE DEVOTED TO THE PROGRAM. IT IS NOTED THAT ALTHOUGH A LACK OF DATA MAKES IT DIFFICULT TO REALISTICALLY EVALUATE NYC, ITS ADMINISTRATORS STRONGLY DEFEND THE PROGRAM'S RECORD IN DECREASING DROPOUTS AND JUVENILE CRIME, AND IN IMPROVING SCHOOL PERFORMANCE, HIRING PRACTICES, AND CONTINUING EDUCATION. THE PROGRAM'S CRITICS, HOWEVER, MAINTAIN THAT THE NYC IS RIDDEN WITH POLITICAL MANIPULATION, FREQUENTLY OFFERS ONLY MENIAL WORK, AND OVER-EMPHASIZES SCHOOL PROGRAMS WHILE NEGLECTING OUT-OF-SCHOOL PROJECTS FOR JOBLESS YOUTH. THE FOLLOWING PAPERS ARE PART OF THE JOURNAL-(1) JACK HOWARD, NEIGHBORHOOD YOUTH CORPS-WASHINGTON VIEWS THE RECORD, (2) ROBERT SCHRANK, QUOTAS VS. QUALITY IN THE BIG CITY, (3) TED SEAVER, MISSISSIPPI'S "SIX MONTH BAG," AND (4) WILLIAM W. WATTENBERG, PROFILE OF A SCHOOL PROGRAM. ALSO INCLUDED IS A TRANSCRIPT OF A DISCUSSION IN WHICH THE PARTICIPANTS WERE MARK BATTLE, PAUL GOODMAN, ROBERT SCHRANK, SAR LEVITAN, ELI COHEN, AND LOUIS KAPP. THIS ISSUE OF "AMERICAN CHILD" IS SPRING 1967. (NH)

ED 013 847 **UD 003 995**

BULLOCK, HENRY ALLEN
THE PREDICTION OF DROPOUT BEHAVIOR AMONG URBAN NEGRO BOYS. FINAL REPORT.

TEXAS SOUTHERN UNIV., HOUSTON

REPORT NUMBER CRP-2848

REPORT NUMBER BR-5-1033

PUB DATE JUN 67

GRANT OEG-5-10-047

EDRS PRICE MF-\$1.25 HC-\$1.04 274P.

DESCRIPTORS *DROPOUT IDENTIFICATION, *DROPOUTS, *MALES, *PREDICTION,

ACADEMIC PERFORMANCE, FAMILY (SOCIOLOGICAL UNIT), HOUSTON, INDIVIDUAL CHARACTERISTICS, INTELLIGENCE, LEARNING READINESS, MALADJUSTMENT, MODELS, NEGROES, PARENT PARTICIPATION, PEER RELATIONSHIP, RESEARCH METHODOLOGY, SELF CONCEPT, SOCIALIZATION, STATISTICAL ANALYSIS, TABLES (DATA), TEXAS, URBAN AREAS.

A RESEARCH METHODOLOGY HAS BEEN DESIGNED TO PREDICT DROPOUT BEHAVIOR AMONG URBAN NEGRO BOYS WHO CONFRONT CONVENTIONAL HIGH SCHOOL PRESSURES. IT WAS HYPOTHEZED THAT THE DETERMINING INDICATORS OF DROPOUT BEHAVIOR LIE WITHIN THE SOCIAL-PERSONAL CHARACTERISTICS OF THE INDIVIDUAL RATHER THAN IN THE SYSTEMATIZED, SOMETIMES HOSTILE DEMANDS IMPOSED UPON THE INDIVIDUAL STUDENT BY THE SCHOOL TO WHICH HE CANNOT ADEQUATELY RESPOND OR ADJUST. THUS THE CHILD'S PRIOR PREPARATION FOR THE SCHOOL EXPERIENCE IS OF KEY IMPORTANCE. ATTENDANCE, GRADES, NUMBER OF RETAINMENTS, AND PARTICIPATION IN SCHOOL ACTIVITIES WERE IDENTIFIED AS THE CHARACTERISTIC ELEMENTS OF DROPOUT BEHAVIOR, OR "ATTENDANCE STATUS." IN TESTING THE VALIDITY OF THE HYPOTHEZED MODEL, RESEARCH PERSONNEL FOUND THAT IQ, ACADEMIC TOOLS AND READINESS, SELF-IMAGE, PEER ADJUSTMENT, FAMILY AND COMMUNITY STATUS, FAMILY STRUCTURE, AND PARENTAL INVOLVEMENT WERE THE SOCIAL-CULTURAL VARIABLES AFFECTING ATTENDANCE STATUS. SIGNIFICANTLY, DIFFERENTIAL RESPONSES TO A COMMON SCHOOL ENVIRONMENT WERE ELICITED FROM SOCIOECONOMICALLY SIMILAR SUBJECTS. THUS, CONTRARY TO MOST SOCIOLOGICAL THOUGHT, SIMILAR ENVIRONMENTS DO NOT NECESSARILY CAUSE SIMILAR ACADEMIC PERFORMANCE AND INTRA-CLASS ACADEMIC DIFFERENCES DO EXIST. IN AN ATTEMPT TO TEST THE RELIABILITY OF THE PREDICTIVE INSTRUMENTS, IT WAS FOUND THAT SCHOOL RECORDS AND FAMILY STRUCTURE VARIABLES APPARENTLY PREDICT EARLY SCHOOL LEAVERS BETTER, AND THAT THE PARENTAL INVOLVEMENT AND PERSONAL-SOCIAL RELATIONS VARIABLES APPEAR TO PREDICT THE LATE LEAVERS BETTER. THESE FINDINGS MIGHT BE USED TO ESTABLISH CLINICAL METHODS OF DROPOUT COUNSELING. RELIABILITY TESTING NEEDS TO BE CONTINUED. TABLES ARE APPENDED. (LB)

ED 013 848

UD 004 004

MILLER, S.M.

THE AMERICAN LOWER CLASSES-A TYPOLOGICAL APPROACH.

PUB DATE 65

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *LOWER CLASS, *TYPOLOGY, ECONOMIC STATUS, ECONOMICALLY DISADVANTAGED, FAMILY STRUCTURE, INCOME, MINORITY GROUPS, POLITICAL POWER, SOCIAL CHANGE, SOCIAL SERVICES, WELFARE.

TWO APPROACHES ARE USED IN DEFINING THE "LOWER CLASS." ONE APPROACH DEFINES GROUPS BY CLASS CHARACTERISTICS, THE OTHER BY STATUS CRITERIA. THE TWO APPROACHES, NEVERTHELESS, CAN BE COMBINED. ALTHOUGH THEY SEEM TO MAKE SEPARATE CONTRIBUTIONS TO THE CATEGORIZATION OF THE

POPULATION, CLASS AND STATUS VARIABLES CAN BE WELDED TOGETHER BY DICHOTOMIZING ECONOMIC STATUS AND FAMILIAR STABILITY INTO HIGH AND LOW SECURITY LEVELS. THE LOWER CLASSES MAY THEN BE CHARACTERIZED BY FOUR CELLS. CELL 1, THE MAJORITY, ARE THE STABLE POOR WITH A REGULAR INCOME AND FAMILY STABILITY. CELL 2 ARE THE "STRAINED" WHO ARE ECONOMICALLY SECURE BUT WHOSE FAMILY STRUCTURE IS UNSTABLE. CELL 3 CONTAINS THE "COPERS," THE ECONOMICALLY INSECURE WITH STABLE FAMILIES. CELL 4 ARE THE TYPICALLY LOWER-CLASS GROUP, BOTH ECONOMICALLY AND PERSONALLY UNSTABLE. THE POOR ARE FURTHER DESCRIBED AS "CHRONICS" (HARD CORE), "PRECHRONICS" (HIGH RISKS) AND "SUBCHRONICS" (GREATER COPING ABILITIES). EACH TYPE REQUIRES DIFFERENT STRATEGIES. THE STABLE GROUP MAY BE HELPED BY RAISING THEIR INCOMES AND INCREASING SOCIAL SECURITY BENEFITS. MOVING SOME OF THE STRAINED GROUP TO AREAS WITH LOW RATES OF DISTURBANCES AND OFFERING ECONOMIC AID AND FAMILY CASEWORK WOULD HELP THEM. THE COPERS NEED ECONOMIC AID, WHEREAS THE UNSTABLE GROUP WOULD BE HELPED IF THERE WERE GREATER EFFORTS TO IMPROVE THE EDUCATION OF THEIR YOUTH AND TO MAKE SPECIALIZED SOCIAL SERVICES AVAILABLE TO THEM. CHANGE WILL COME FROM POLITICAL ACTION BY THE POOR, SPURRED ON BY DESEGREGATION EFFORTS WHICH WILL JOIN ALL MINORITY GROUPS IN A SOCIAL CLASS ISSUE. AVAILABLE IN SHOSTAK, ARTHUR B., ED. NEW PERSPECTIVES ON POVERTY. BY A.B. SHOSTAK AND WILLIAM GOMBERG, ED. ENGLEWOOD CLIFFS N.Y., PRENTICE-HALL INC., P.22-39. (NH)

ED 013 849

08

UD 004 009

DAVIDSON, HELEN H. GREENBERG, JUDITH W.

TRAITS OF SCHOOL ACHIEVERS FROM A DEPRIVED BACKGROUND.

CITY UNIV. OF NEW YORK, CITY COLL.

REPORT NUMBER BR-5-1035

PUB DATE MAY 67

CONTRACT OEC-5-10-132

EDRS PRICE MF-\$1.25 HC-\$12.40 308P.

DESCRIPTORS *ACADEMIC ACHIEVEMENT, *DISADVANTAGED YOUTH, *HIGH ACHIEVERS, *NEGROES, COGNITIVE ABILITY, COMPARATIVE ANALYSIS, DISADVANTAGED ENVIRONMENT, FAMILY BACKGROUND, GRADE 5, LOW ACHIEVERS, MOTIVATION, OBJECT SORTING, PERSONALITY, PHYSICAL CHARACTERISTICS, RESEARCH METHODOLOGY, SELF APPRAISAL SCALE, SELF EVALUATION, SEX DIFFERENCES, TABLES (DATA), TEACHER EVALUATION, TESTS, WECHSLER INTELLIGENCE SCALE FOR CHILDREN.

A STUDY WAS CONDUCTED TO DETERMINE THE COGNITIVE, AFFECTIVE, MOTIVATIONAL, AND PHYSICAL CHARACTERISTICS OF HIGH-ACHIEVING STUDENTS FROM A DEPRIVED ENVIRONMENT. THE RELATIONSHIP OF THE STUDENT'S SEX TO HIS ACHIEVEMENT STATUS WAS ALSO ASSESSED. THE SUBJECTS, 160 10-YEAR-OLD FIFTH-GRADE NEGRO CHILDREN, WERE DIVIDED INTO LOW-ACHIEVING AND HIGH-ACHIEVING GROUPS. RESEARCH PERSONNEL ADMINISTERED TO ALL CHILDREN BOTH INDIVIDUAL AND GROUP PSYCHOLOGICAL TESTS, SUCH AS AN OBJECT SORTING TASK AND THE

WECHSLER INTELLIGENCE SCALE FOR CHILDREN, AND SEVERAL PAPER AND PENCIL GROUP DEVICES SUCH AS THE SELF-APPRAISAL SCALE. IN ADDITION, EACH CHILD WAS INTERVIEWED BY A PSYCHOLOGIST AND APPRAISED BY HIS CLASSROOM TEACHER. SIGNIFICANTLY, THE SELF- AND TEACHER-APPRAISALS CORRELATED MOST HIGHLY WITH THE STUDENT'S ACHIEVEMENT STATUS. THE HIGH-ACHIEVERS WERE MORE STABLE, SELF-REALIZING, AND CAUTIOUS IN THEIR THINKING. ALSO, THEY WERE MORE SUCCESSFUL THAN THE LOW-ACHIEVERS AT THOSE TASKS REQUIRING VERBAL INFORMATION, CONCEPTUAL ABILITIES, AND COGNITIVE SKILLS. THUS THE HIGH-ACHIEVERS SURPASSED THE LOW-ACHIEVERS IN THOSE ABILITIES AND SKILLS TRADITIONALLY EMPHASIZED IN SCHOOL. THEY DID NOT SURPASS THEM, HOWEVER, IN LINGUISTIC COMPLEXITY, CREATIVITY, AND CURIOSITY. ORGANIZATIONAL SKILLS, FORMAL LANGUAGE, AND EMOTIONAL ANXIETY WERE SOME OF THE PROBLEM AREAS COMMON TO BOTH GROUPS. THE SCHOOL MUST BE CAREFUL NOT TO IGNORE THESE STRENGTHS AND WEAKNESSES, AND SHOULD DEVELOP COGNITIVE AND EGO COMPETENCE IN BOTH LOW- AND HIGH-ACHIEVERS. RELEVANT DATA IS PRESENTED IN THE APPENDICES TO THIS EXTENSIVE REPORT. AVAILABLE AS PART OF THE RESEARCH STUDIES SERIES FROM ASSOCIATED EDUCATIONAL SERVICES CORP., 630 FIFTH AVE., NEW YORK, N.Y. 10020.

ED 013 850

UD 004 016

FRANKEL, EDWARD

THE FOUR-YEAR COMPREHENSIVE HIGH SCHOOL-NINTH-YEAR TRANSFER PROGRAM.

CENTER FOR URBAN EDUCATION, NEW YORK, N.Y.

PUB DATE AUG 66

EDRS PRICE MF-\$0.50 HC-\$3.32 81P.

DESCRIPTORS *COMPREHENSIVE HIGH SCHOOLS, *DISADVANTAGED YOUTH, *JUNIOR HIGH SCHOOLS, *PROGRAM EVALUATION, *TRANSFER PROGRAMS, ACADEMIC PERFORMANCE, ATTENDANCE, ATTITUDES, CURRICULUM DEVELOPMENT, EDUCATIONAL POLICY, ESEA TITLE I, GRADE 9, INTERVIEWS, NEW YORK CITY, QUESTIONNAIRES, READING ACHIEVEMENT, SCHOOL INTEGRATION, SCHOOL PERSONNEL, STUDENT ADJUSTMENT, TABLES (DATA).

PRESENTED IN THIS REPORT IS AN INTERIM EVALUATION OF A NEW YORK CITY PROGRAM TO TRANSFER NINTH-GRADE PUPILS FROM 38 TRUNCATED JUNIOR HIGH SCHOOLS TO ACADEMIC HIGH SCHOOLS. AS THE FIRST STEP TOWARD A CITY-WIDE SYSTEM OF 4-YEAR COMPREHENSIVE HIGH SCHOOLS, THE TRANSFER PROGRAM ATTEMPTED TO IMPROVE THE ETHNIC BALANCE IN THE SCHOOLS AND TO MOTIVATE THE DISADVANTAGED NINTH GRADERS WHO WERE TRANSFERRED. SEVEN SAMPLE ACADEMIC HIGH SCHOOLS AND SIX COMPARISON JUNIOR HIGH SCHOOLS WERE USED IN THE EVALUATION. INFORMATION WAS GATHERED FROM STUDENT DATA SHEETS AND FROM EVALUATIONS BY PRINCIPALS, GUIDANCE STAFF, AND TEACHERS. AREAS EXPLORED WERE THE REACTIONS OF SCHOOL PERSONNEL TO THE PROGRAM, ORGANIZATIONAL AND CURRICULAR CHANGES IN THE SAMPLE HIGH SCHOOLS, AND THE TRANSFERRED STUDENTS' ACADEMIC

DEMIC PERFORMANCE AS INDICATED BY CHANGES IN THEIR READING COMPREHENSION SCORES, SCHOLASTIC ACHIEVEMENT, AND ATTENDANCE. ACCORDING TO REPORTS OF THE SCHOOL PERSONNEL, THE TRANSFERRED STUDENTS HAD SOCIAL ADJUSTMENT PROBLEMS AND WERE EDUCATIONALLY RETARDED UPON ARRIVAL. DURING A 7-MONTH PERIOD, THEY GAINED NINE MONTHS IN THEIR LEVEL OF READING COMPREHENSION WHEREAS THE NINTH GRADERS IN THE COMPARISON JUNIOR HIGH SCHOOLS GAINED ELEVEN MONTHS DURING THE SAME PERIOD OF TIME. HOWEVER, THERE WERE TWICE AS MANY HIGH SCHOOL STUDENTS AS JUNIOR HIGH SCHOOL STUDENTS WHO TESTED AT OR ABOVE THE NORM IN READING COMPREHENSION. THE FINDINGS ALSO REVEAL THAT ABOUT TWO-THIRDS OF THE TRANSFER GROUP PASSED FOUR OR FIVE MAJOR SUBJECTS. ATTENDANCE AMONG THIS GROUP WAS POORER AFTER THEY WERE TRANSFERRED THAN IT HAD BEEN BEFORE. APPENDIXES INCLUDE THE INSTRUMENTS USED IN THE EVALUATION AND TABULATED DATA ON THE ETHNIC CENSUS AND ON READING COMPREHENSION SCORES. (LB)

ED 013 851 UD 004 018

GAVIN, WILLIAM J. SPITZER, MURRAY
SOME QUANTITATIVE ASPECTS OF THE INSTRUCTIONAL PROCESS.

NATIONAL CENTER FOR EDUCATIONAL STATISTICS (DHEW)

PUB DATE 16 DEC 66

EDRS PRICE MF-00.25 HC-01.00 23P.

DESCRIPTORS 'ACADEMIC ACHIEVEMENT, 'DISADVANTAGED GROUPS, 'INSTRUCTION, 'SCHOOL ENVIRONMENT, COMMUNITY, ETHNIC GROUPS, EVALUATION, FAMILY ENVIRONMENT, MODELS, RESEARCH, SOCIOECONOMIC STATUS, STATISTICAL ANALYSIS, TEACHER INFLUENCE.

THE DATA FROM THE SEVERAL STUDIES ANALYZED IN THIS REPORT HAVE BEEN COLLECTED AS PART OF AN ON-GOING EFFORT TO IMPLEMENT THE ABT ASSOCIATES' EDUCATION COST EFFECTIVENESS INSTRUCTIONAL PROCESS SUBMODEL, WHICH IS DEVELOPING TECHNIQUES TO EVALUATE THE QUANTITATIVE, CAUSE-AND-EFFECT RELATIONSHIP BETWEEN THE INSTRUCTIONAL PROCESS AND SCHOLASTIC ACHIEVEMENT. THE SUBMODEL AND OTHERS OF THE OVERALL EDUCATIONAL COST EFFECTIVENESS MODEL, DEVELOPED IN RESPONSE TO THE FINDINGS OF "EQUALITY OF EDUCATIONAL OPPORTUNITY" (THE COLEMAN REPORT), DEVELOP TECHNIQUES TO EVALUATE THE RELATIVE SCHOOL, STUDENT, AND COMMUNITY EFFECTS, AND ASSOCIATED EVENTS OF TITLE I PROGRAMS FOR THE DISADVANTAGED. THE ANALYZED STUDIES IDENTIFY SPECIFIC QUANTITATIVE DATA ON (1) COMMUNITY AND HOME ENVIRONMENT VERSUS ACHIEVEMENT; AND (2) SCHOOL ENVIRONMENT VERSUS ACHIEVEMENT. ALSO, TO DEMONSTRATE THE RELATIVE MAGNITUDES OF ENVIRONMENTAL VERSUS INSTRUCTIONAL FACTORS, A SERIES OF CALCULATIONS ARE MADE FROM CORRELATIONS IN "EQUALITY OF EDUCATIONAL OPPORTUNITY." IT IS FELT THAT OBTAINING THIS QUANTITATIVE DATA IS DIFFICULT BECAUSE ONLY A FEW AVAILABLE STUDIES DEAL EXCLUSIVELY WITH SCHOOL ENVIRONMENT VERSUS ACHIEVEMENT AND THAT

MUCH OF THIS USEFUL INFORMATION IS LIMITED BY RESEARCHERS' CONCERN FOR THE METHODOLOGY OF A STUDY RATHER THAN ITS RESULTS. (EF)

ED 013 852 UD 004 033

TANNENBAUM, ABRAHAM J.

AN EVALUATION OF STAR, OR THE EFFECTS OF TRAINING AND DEPUTIZING INDIGENOUS ADULTS TO ADMINISTER A HOME-BASED TUTORING PROGRAM TO FIRST GRADERS IN AN URBAN DEPRESSED AREA. MOBILIZATION FOR YOUTH INC., NEW YORK, N.Y.

PUB DATE AUG 67

EDRS PRICE MF-00.25 HC-01.40 33P.

DESCRIPTORS 'DISADVANTAGED YOUTH, 'HOME PROGRAMS, 'INDIGENOUS PERSONNEL, 'PARENT PARTICIPATION, 'PROGRAM EVALUATION, 'READING READINESS, AFTER SCHOOL TUTORING, CONTROL GROUPS, EXPERIMENTAL GROUPS, GRADE 1, LESSON PLANS, PUERTO RICANS, READING READINESS TESTS, STAR, SUBPROFESSIONALS, TABLES (DATA).

TO RAISE THE LITERACY LEVELS OF DISADVANTAGED CHILDREN THROUGH THE USE OF INDIGENOUS NONPROFESSIONALS IN A HOME-BASED TUTORING PROGRAM THE SUPPLEMENTARY TEACHING ASSISTANCE IN READING (STAR) PROGRAM OFFERED READING READINESS INSTRUCTION TO 490 FIRST-GRADE CHILDREN OF LOWER-CLASS PUERTO RICAN ORIGIN. MONOLINGUAL AND BILINGUAL NONPROFESSIONALS EITHER TUTORED THE CHILD IN THE HOME WITH THE PARENT OBSERVING AND SUPPLEMENTING THE INSTRUCTION OR TAUGHT THE PARENT DIRECTLY AND HAD NO CONTACT WITH THE CHILD. THE LESSONS IN READING READINESS WERE ORGANIZED AROUND CODE BREAKING, FORMAL LANGUAGE, AND VISUAL-PERCEPTUAL EXERCISES. THE STAR PROGRAM WAS EVALUATED AFTER SIX MONTHS ON THE BASIS OF THE SCORES ON NINE TESTS OF 19 STAR CHILDREN, 12 STAR DROPOUTS, 90 READING CLINIC CHILDREN WHO RECEIVED DIRECT HELP FROM READING SPECIALISTS, AND 23 CONTROLS. THE PREPROGRAM FUNCTIONING LEVEL OF THE STAR CHILDREN WAS NOT AVAILABLE FOR COMPARISON. THE RESULTS GENERALLY INDICATED THAT THE STAR CHILDREN HAD HIGHER MEAN SCORES ON ALL NINE TESTS THAN THE OTHER GROUPS. HOWEVER, IN COMPARISON WITH THE NATIONAL NORMS OF THE METROPOLITAN READINESS TESTS, THE STAR CHILDREN WERE FUNCTIONING ONLY AT AN "AVERAGE READINESS STATUS." DESPITE THE SPECIAL INTERVENTION EFFORTS, THE POSSIBLE DIFFERENCES BETWEEN STAR PUPILS WHO RECEIVED DIRECT TUTORING FROM THE NONPROFESSIONAL AIDES AND THOSE WHO RECEIVED HELP FROM THE PARENT TRAINED BY THE AIDE WERE NOT SIGNIFICANT. NO ATTEMPT WAS MADE TO CORRELATE PARENT INVOLVEMENT AND PUPIL ACHIEVEMENT. (EF)

ED 013 853 UD 004 095

FOLEY, WALTER J.

PUPIL, STAFF, AND EDUCATIONAL FACILITY CHARACTERISTICS ASSOCIATED WITH PUBLIC LAW 89-10 TITLE I PROJECTS IN IOWA. INTERIM REPORT, 1 JUNE 1966-31 MAY 1967.

IOWA UNIV., IOWA CITY

PUB DATE 67

CONTRACT OEC-3-6-001043-1514

EDRS PRICE MF-01.25 HC-01.56 287P.

DESCRIPTORS 'COMPENSATORY EDUCATION PROGRAMS, 'DISADVANTAGED YOUTH, 'PROGRAM EVALUATION, 'STATISTICAL ANALYSIS, ABILITY, ACHIEVEMENT, ASPIRATION, ATTENDANCE, COMPARATIVE TESTING, ELEMENTARY GRADES, ESEA TITLE 1, INDIVIDUAL CHARACTERISTICS, IOWA, IOWA PUPIL INVENTORY, IOWA TESTS OF BASIC SKILLS, IOWA TESTS OF EDUCATIONAL DEVELOPMENT, PERSONNEL, PROFESSIONAL PERSONNEL, PROGRAM ADMINISTRATION, PROGRAM BUDGETING, SALARIES, SCHOOL SERVICES, SECONDARY EDUCATION, TABLES (DATA), TESTS.

THIS DETAILED FOUR-PART REPORT ASSESSES THE FIRST YEAR OF COMPENSATORY EDUCATION PROJECTS ESTABLISHED IN IOWA UNDER TITLE I OF THE 1965 ELEMENTARY AND SECONDARY EDUCATION ACT. OVER 95 PERCENT OF IOWA'S SCHOOL DISTRICTS, MANY OF THEM IN RURAL AREAS, PARTICIPATED IN THE PROJECT. THE MOST SIGNIFICANT SHORTCOMING OF THE LOCAL PROJECTS WAS THEIR LACK OF INVOLVEMENT AT THE PRESCHOOL AND EARLY ELEMENTARY LEVELS. DURING THE FIRST YEAR READING REMEDIATION WAS THE PRINCIPAL OBJECTIVE OF MOST OF THE LOCAL PROJECTS, BUT IT IS HOPED THAT IN THE SECOND YEAR THEY WILL PURSUE A GREATER VARIETY OF PROGRAMS. THE 60 PROJECTS WHICH STATED CURRICULUM CHANGE AS A MAJOR GOAL AVERAGED 4.06 CHANGES. THE SALARIES PAID TO PROJECT ADMINISTRATORS AND TEACHERS WERE SLIGHTLY LOWER THAN THOSE PAID TO THEIR NONPROJECT COUNTERPARTS. AS COMPARED WITH A SAMPLE OF NONPROJECT PUPILS, TITLE I PUPILS HAD A LOWER LEVEL OF ACHIEVEMENT, LOWER ASPIRATIONS AND EXPECTATIONS, AND POORER SCHOOL ATTENDANCE. THE CHIEF INSTRUMENTS USED TO COMPARE THESE TWO GROUPS WERE THE IOWA TESTS OF EDUCATIONAL DEVELOPMENT, THE IOWA TESTS OF BASIC SKILLS, AND THE IOWA PUPIL INVENTORY. AN ATTEMPT WAS ALSO MADE TO ANALYZE THE INTERACTIONS OF PUPILS, TEACHERS, AND EDUCATIONAL PROGRAMS IN TERMS OF ACHIEVEMENT, ATTENDANCE, AND CHANGE IN ASPIRATION, TO FIND SIGNIFICANT PREDICTORS TO EVALUATE TITLE I PROJECTS. THE COMPLETE ANALYSIS OF THIS INFORMATION WILL APPEAR IN THE FINAL REPORT. (LB)

ED 013 854 UD 004 099

ROHWER, WILLIAM D., JR. AND OTHERS
LEARNING EFFICIENCY AS A FUNCTION OF DEPICTION, VERBALIZATION, GRADE AND SOCIAL CLASS.

PUB DATE 67

EDRS PRICE MF-00.25 HC-00.56 12P.

DESCRIPTORS 'AGE DIFFERENCES, 'COMPARATIVE ANALYSIS, 'PAIRED ASSOCIATE LEARNING, 'SOCIAL DIFFERENCES, ANALYSIS OF VARIANCE, GRADE 1, GRADE 3, KINDERGARTEN CHILDREN, LOWER CLASS, MIDDLE CLASS, PERCEPTION, RESEARCH, VERBAL COMMUNICATION.

LEARNING EFFICIENCY AS A FUNCTION OF DEPICTION, VERBALIZATION, GRADE LEVEL, AND SOCIAL CLASS WAS EXPLORED BY ASKING 384 KINDERGARTEN, FIRST-, THIRD-, AND SIXTH-GRADE CHILDREN FROM BOTH MIDDLE-CLASS AND LOWER-CLASS AREAS TO LEARN A LIST OF 24 PAIRED ASSOCIATES. ALL

PAIRS WERE PRESENTED PICTORIALLY BY A STUDY-TEST METHOD: FOR TWO LEARNING TRIALS, THE FIRST MANIPULATED FACTOR, DEPICTION, HAD TWO LEVELS-"STILL," IN WHICH THE TWO OBJECTS IN EACH PAIR WERE STATIONARY WHEN RECORDED ON MOVIE FILM AND "ACTION," IN WHICH THE TWO OBJECTS IN EACH PAIR WERE MOVING WHEN PHOTOGRAPHED. TO TEST THE SECOND FACTOR, VERBALIZATION, THE EXPERIMENTER EITHER NAMED ALOUD THE TWO OBJECTS IN EACH OF THE PAIRS OR UTTERED A SENTENCE CONTAINING THE NAMES OF THE TWO OBJECTS IN EACH PAIR, AS PREDICTED. BOTH ACTION DEPICTION AND SENTENCE VERBALIZATION PRODUCED INCREASES IN LEARNING EFFICIENCY AND OLDER CHILDREN LEARNED MORE RAPIDLY THAN YOUNGER ONES. QUITE UNEXPECTEDLY, HOWEVER, CHILDREN FROM LOWER-CLASS AREAS LEARNED AS EFFICIENTLY AS THOSE FROM MIDDLE-CLASS AREAS DESPITE THE INFERIOR PERFORMANCE OF THE FORMER ON STANDARDIZED TESTS. THE DIFFERENCES BETWEEN LEARNING CONDITIONS IN THE CLASSROOM AND THOSE IN THE LABORATORY COULD ACCOUNT FOR THE DISCREPANCY BETWEEN TEST AND LEARNING TASK PERFORMANCE. (AUTHOR)

ED 013 855 UD 004 135

TABA, HILDA ELKINS, DEBORAH
TEACHING STRATEGIES FOR THE CULTURALLY DISADVANTAGED.

PUB DATE 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *CULTURAL DISADVANTAGEMENT, *CURRICULUM GUIDES, *DISADVANTAGED YOUTH, *TEACHING PROCEDURES, *TEACHING TECHNIQUES, CURRICULUM, DIAGNOSTIC TESTS, EDUCATIONAL ENVIRONMENT, ENGLISH CURRICULUM, EVALUATION, FAMILY LIFE, GRADE 6, GRADE 7, GRADE 8, HUMAN RELATIONS, JUNIOR HIGH SCHOOL STUDENTS, LEARNING, SELF CONCEPT, SOCIAL STUDIES.

TWO CURRICULUM SEQUENCES, DESIGNED FOR A GROUP OF PREDOMINANTLY NEGRO SIXTH- AND SEVENTH-GRADERS AND FOR A GROUP OF WHITE SECOND-GENERATION AMERICAN EIGHTH-GRADERS, ARE PRESENTED HERE AS INSTRUCTIONAL GUIDELINES FOR TEACHERS OF DISADVANTAGED STUDENTS. THE SIXTH- AND SEVENTH-GRADE CURRICULUM UNIT ON THE "FAMILY OF MAN" STRESSES INSIGHTS INTO THE NATURE OF HUMAN ACTIVITIES AND ASPIRATIONS, AND A COMPREHENSION OF THE ACTUAL AND SYMBOLIC WALLS WHICH PEOPLE BUILD. PEER RELATIONSHIPS, THE FAMILY, AND IMMIGRATION POPULATIONS AND PROBLEMS ARE TOPICS IN THE EIGHTH-GRADE CURRICULUM. BOTH CURRICULUMS EMPHASIZE AN UNDERSTANDING OF SELF AND SOCIETY. EVALUATIONS OF THE TWO PROGRAMS DESCRIBE THE PUPILS' GROWTH IN ATTITUDES, PERCEPTIONS, AND ACADEMIC SKILLS. INTRODUCTORY TO THE PRESENTATION OF THE TWO CURRICULUMS IS A GENERAL DESCRIPTION OF CULTURAL DEPRIVATION IN SCHOOL LEARNING AND A DIAGNOSIS OF THE EMOTIONAL, SOCIAL, AND EDUCATIONAL DEFICIENCIES AND ABILITIES OF THESE STUDENTS. ALSO PRESENTED IS A CHAPTER ON SPECIFIC INSTRUCTIONAL GUIDELINES WHICH INCLUDES DISCUSSION OF MOTIVATION TECHNIQUES, PACING, AND THE

NEED FOR CONTINUAL DIAGNOSIS OF STUDENTS' NEEDS AND PROGRESS AS AN INTEGRAL PART OF THE TEACHING PROCESS. EXCERPTS FROM ACTUAL CLASS DISCUSSIONS AND STUDENT COMPOSITIONS ARE USED THROUGHOUT THE BOOK. AVAILABLE FROM RAND MCNALLY AND CO., CHICAGO, ILL. (LB)

ED 013 856

NEARINE, ROBERT J.
WHERE THE ACTION IS--AN EVALUATION, PROJECT 64-1.

HARTFORD BOARD OF EDUCATION, CONN.
PUB DATE 67

EDRS PRICE MF-\$0.75 HC-\$6.60 163P.

DESCRIPTORS *DISADVANTAGED YOUTH, *PROGRAM EVALUATION, *SCHOOL SERVICES, *SPECIAL PROGRAMS, COUNSELORS, CULTURAL ENRICHMENT, CURRICULUM DEVELOPMENT, ELEMENTARY SCHOOLS, HEALTH SERVICES, HIGH SCHOOLS, HIGHER HORIZONS, LANGUAGE INSTRUCTION, READING INSTRUCTION, SCHOOL PSYCHOLOGISTS, SOCIAL WORKERS, SPECIALISTS, SPEECH THERAPY, TABLES (DATA).

PROJECT 64-1, AN ENRICHMENT PROJECT IN THE HARTFORD, CONN., SCHOOLS WHICH IS EVALUATED HERE, IS A MODIFIED HIGHER HORIZONS PROGRAM WHICH PROVIDES INCREASED SPECIAL SERVICES AND CULTURAL ACTIVITIES TO DISADVANTAGED YOUTH IN 14 ELEMENTARY AND TWO HIGH SCHOOLS. THE ULTIMATE GOALS OF THE PROJECT ARE TO HELP THESE YOUTH DEVELOP A SELF-IMAGE WHICH WILL MAKE THEM REACH FOR HIGHER EDUCATIONAL AND VOCATIONAL GOALS, AND TO ACADEMICALLY AND CULTURALLY EQUIP THEM FOR THE COMPETITION FOR EDUCATIONAL AND EMPLOYMENT OPPORTUNITIES. THE IMMEDIATE GOALS OF THE PROJECT ARE TO MOTIVATE THE STUDENTS TO TAKE ADVANTAGE OF THE SCHOOL'S EDUCATIONAL OFFERINGS, ASSIST THEM WITH THEIR SCHOOL ADJUSTMENT BY COMPENSATING FOR THEIR INADEQUATE HOME ENVIRONMENT, AND PROVIDE THE SCHOOLS WITH SPECIFIC INFORMATION ABOUT THE STUDENTS' ABILITIES AND POTENTIAL SO THAT TEACHERS CAN PLAN INDIVIDUALIZED INSTRUCTION. IN ADDITION TO CURRICULUM DEVELOPMENT AND READING IMPROVEMENT INSTRUCTION, THE PROGRAM OFFERS HEALTH SERVICES AND CULTURAL ENRICHMENT ACTIVITIES, AND PROVIDES THE SERVICES OF SPEECH AND HEARING THERAPISTS, PSYCHOLOGICAL EXAMINERS, GUIDANCE COUNSELORS, AND SCHOOL SOCIAL WORKERS. EACH OF THESE COMPONENTS OF THE PROJECT ARE BRIEFLY EVALUATED IN THIS REPORT. IT IS NOTED THAT ALTHOUGH EVALUATION IS AN ONGOING PROCESS, AND THEREFORE ALWAYS INCOMPLETE, THE PRESENT INDICATIONS ARE THAT THE RESULTS OF THE PROJECT ARE FAVORABLE. (JL)

ED 013 857

BEKER, JEROME

A STUDY OF INTEGRATION IN RACIALLY IMBALANCED URBAN PUBLIC SCHOOLS--A DEMONSTRATION AND EVALUATION. FINAL REPORT.

SYRACUSE UNIV., N.Y., YOUTH DEVELOPMENT CENTER

REPORT NUMBER CRP-D-125

REPORT NUMBER BR-5-1322

PUB DATE MAY 67

CONTRACT OEC-5-10-117

24

UD 004 151

EDRS PRICE MF-\$2.25 HC-\$22.04 549P.

DESCRIPTORS *NEGROES, *NORTHERN SCHOOLS, *SCHOOL INTEGRATION, COMMUNITY ATTITUDES, CONSULTANTS, ELEMENTARY SCHOOLS, INTEGRATION EFFECTS, INTERGROUP RELATIONS, JUNIOR HIGH SCHOOLS, NEGRO ATTITUDES, PARENT REACTION, PARENTAL BACKGROUND, PILOT PROJECTS, RESEARCH, SPECIAL SERVICES, STUDENT IMPROVEMENT, TABLES (DATA), TESTING, URBAN SCHOOLS.

THE PILOT PROJECT WHICH IS REVIEWED IN THIS REPORT EVALUATED THE FIRST STEPS TAKEN TOWARD THE DESEGREGATION OF THE ELEMENTARY AND JUNIOR HIGH SCHOOLS OF A MEDIUM-SIZED NORTHERN CITY. PART OF THE ACTIVITIES OF THE PROJECT WAS A SOCIOPOLITICAL CASE STUDY OF THE COMMUNITY DECISION-MAKING PROCESS, WHICH OBSERVED AND RECORDED CITY'S INITIAL DESEGREGATION EFFORTS. A DEMONSTRATION PROGRAM, ANOTHER ACTIVITY, ASSESSED THE EFFECTIVENESS OF AN "INTEGRATION TEAM" OF FOUR "HUMAN RELATIONS SPECIALISTS" WHO PROVIDED INFORMATION AND COUNSELING AND GENERAL ADMINISTRATIVE SERVICES IN THE DESEGREGATED SCHOOLS. A TESTING PROGRAM WHICH INCLUDED ACADEMIC, SOCIAL, AND PERSONAL VARIABLES ALSO WAS CONDUCTED AMONG THE STUDENTS IN DESEGREGATED SCHOOLS AND APPROPRIATE COMPARISON GROUPS, AND THE OPINIONS OF PARENTS REGARDING THE CHANGE AND ITS EFFECTS WERE SURVEYED. THE RESULTS OF THE FORMAL TESTING WERE NOT CONCLUSIVE, BUT IT SEEMED THAT NO ONE INVOLVED WAS HARMED BY THE DESEGREGATION EFFORTS AND THAT THERE WERE SOME BENEFITS. SIGNIFICANTLY, NEGRO MOTHERS WHOSE CHILDREN WERE BUSED TO A WHITE MIDDLE-CLASS SCHOOL HAD POSITIVE ATTITUDES TOWARD THE CHANGE AND THE Busing. QUESTIONS ARE RAISED IN THE REPORT ABOUT THE RELATIONSHIP OF THE INTEGRATION SPECIALISTS TO THE SCHOOL SYSTEM, AND A SUGGESTION MADE FOR A LONG-RANGE SOLUTION TO SEGREGATION IN THE FORM OF AN EDUCATIONAL PARK FOR FUTURE ELEMENTARY EDUCATION. EXTENSIVE TABLES AND APPENDICES ARE INCLUDED IN THIS REPORT. (LB)

ED 013 858

THE DISADVANTAGED CHILD AND THE LANGUAGE ARTS.

MICHIGAN ST. DEPT. OF PUBLIC INSTR., LANSING

REPORT NUMBER MSDPI-BULL-368

PUB DATE 64

EDRS PRICE MF-\$0.25 HC-\$1.40 33P.

DESCRIPTORS *DISADVANTAGED YOUTH, *LANGUAGE ARTS, GREAT CITIES PROJECT, GUIDELINES, MICHIGAN, OBJECTIVES, PROGRAM DESCRIPTIONS, RESEARCH NEEDS, TEACHER EDUCATION, TEACHING TECHNIQUES.

A REPORT OF THE MICHIGAN STATE CURRICULUM COMMITTEE FOR LANGUAGE ARTS. THIS BULLETIN DISCUSSES THE CULTURALLY DISADVANTAGED CHILD AND IDENTIFIES HIS LANGUAGE DIFFICULTIES, LISTS MINIMUM TASKS AND REALISTIC OBJECTIVES FOR TEACHERS OF THIS GROUP, AND DESCRIBES SOME TECHNIQUES DEVELOPED BY THE GREAT CITIES PROJECT SCHOOLS AND SOME CURRENT PRACTICES IN MICHIGAN

LANGUAGE ARTS PROGRAMS. ON THE BASIS OF THIS INFORMATION THE COMMITTEE MAKES RECOMMENDATIONS TO BOTH LOCAL SCHOOL SYSTEMS AND TO TEACHER EDUCATION INSTITUTIONS, AND OUTLINES RELEVANT NEEDED RESEARCH. (EF)

ED 013 859 24 UD 004 184

ROUSE, MARY J.
ART PROGRAMS IN NEGRO COLLEGES.
FINAL REPORT.
REPORT NUMBER CRP-3159
REPORT NUMBER BR-5-0258
PUB DATE AUG 67
CONTRACT OEC-6-10-113
EDRS PRICE MF-\$0.75 HC-\$7.12 176P.

DESCRIPTORS *ART EDUCATION, *COLLEGE PROGRAMS, *NEGRO STUDENTS, *NEGROES, ADMINISTRATOR ATTITUDES, ART MATERIALS, CAUCASIAN STUDENTS, COLLEGE FACULTY, COLLEGES, COMPARATIVE ANALYSIS, EDUCATIONAL FACILITIES, PROGRAM ADMINISTRATION, QUESTIONNAIRES, STUDENT CHARACTERISTICS, TABLES (DATA), TEACHER CHARACTERISTICS.

THIS STUDY COMPARED ART PROGRAMS IN PREDOMINANTLY NEGRO AND NON-NEGRO COLLEGES. ITS PURPOSE WAS TO SURVEY AND IDENTIFY THE PROBLEM AREAS IN THE NEGRO COLLEGES' ART PROGRAMS SO THAT ASSISTANCE BY AGENCIES INTERESTED IN THESE PROGRAMS MIGHT BE MORE EFFICIENT AND RESULT IN AN INCREASED NUMBER OF NEGROES CONTRIBUTING TO THE VISUAL ARTS. EIGHTY-ONE 4-YEAR NEGRO COLLEGES, 20 NEGRO JUNIOR COLLEGES, AND 36 NON-NEGRO COLLEGES WITH ESPECIALLY EFFECTIVE ART PROGRAMS WERE INVOLVED IN THE SURVEY. QUESTIONNAIRES WERE DISTRIBUTED TO THE PRESIDENTS OF THE NEGRO COLLEGES, TO HEADS OF ART DEPARTMENTS AND ART FACULTY IN NEGRO AND NON-NEGRO COLLEGES, AND TO THREE ART MAJORS AT EACH TYPE OF SCHOOL. COMPARATIVE INFORMATION WAS GATHERED ON THE PROFESSIONAL QUALITY OF THE ART FACULTY, THE BACKGROUND AND CURRENT STATUS OF THE ART STUDENTS, AND THE PHYSICAL FACILITIES AVAILABLE TO THE STUDENTS. THE RESULTING DATA REVEALED THAT ALTHOUGH NEGRO ADMINISTRATORS GENERALLY APPROVED OF THE PROGRAMS, THEY SUPPORTED THEM RATHER INADEQUATELY. NEGRO ART FACULTY WERE UNDERPAID, UNDERRANKED, AND WERE GENERALLY AT A LOWER PROFESSIONAL LEVEL. THE NEGRO SCHOOLS' OVERALL ART CURRICULUM CONCENTRATED ON ART EDUCATION INSTEAD OF ON MORE PRODUCTIVE STUDIO WORK. THE NEGRO ART STUDENTS WERE RATED LOWER BY THEIR INSTRUCTORS THAN WERE THE STUDENTS IN NON-NEGRO COLLEGES AND WERE UNREALISTIC IN THEIR AMBITIONS. THE PHYSICAL FACILITIES IN THE NEGRO PROGRAM WERE COMPARATIVELY INFERIOR. THE SURVEY QUESTIONNAIRES ARE APPENDED, TABULATED DATA ARE PRESENTED THROUGHOUT THE REPORT, AND A REVIEW OF RELATED LITERATURE IS INCLUDED. (LB)

ED 013 860 UD 004 197
WEINBERG, MEYER
SCHOOL INTEGRATION-A COMPREHENSIVE CLASSIFIED BIBLIOGRAPHY OF 3,100 REFERENCES.

INTEGRATED EDUCATION ASSOCIATES,
CHICAGO, ILL.
PUB DATE 15 SEP 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *BIBLIOGRAPHIES, *SCHOOL INTEGRATION, AMERICAN INDIANS, CHURCH ROLE, CIVIL RIGHTS, COMMUNITY ROLE, CULTURAL DISADVANTAGE, DISADVANTAGED YOUTH, EDUCATIONAL STRATEGIES, EMPLOYMENT, GOVERNMENT ROLE, INTEGRATION METHODS, LAWS, MINORITY GROUPS, RACIAL DISCRIMINATION.

THIS BIBLIOGRAPHY OF 3,100 REFERENCES ON SCHOOL INTEGRATION IS BASED PRIMARILY ON SHORT BIBLIOGRAPHIES WHICH HAVE APPEARED IN THE JOURNAL "INTEGRATED EDUCATION" FROM 1963 TO 1967. THE BIBLIOGRAPHY IS CLASSIFIED AND UNDER SEPARATE HEADINGS INCLUDES REFERENCES ON SUCH RELEVANT ISSUES AS THE EFFECT OF SEGREGATION ON CHILDREN, DESEGREGATION AND INTEGRATION PRACTICES IN SPECIFIC AREAS OF THE COUNTRY, AND NEW APPROACHES TO REMEDY THE DISADVANTAGE WHICH IS THE RESULT OF SEGREGATION. OTHER SECTIONS DEAL WITH CIVIL RIGHTS EFFORTS AND LEGISLATION AND GOVERNMENTAL ACTION TO BRING ABOUT INTEGRATION. REFERENCES ON THE EFFECTS OF SEGREGATED SCHOOLING ON EMPLOYMENT OPPORTUNITIES AND THE ROLE OF THE CHURCH AND THE COMMUNITY IN BRINGING ABOUT INTEGRATION ARE INCLUDED IN OTHER SECTIONS. IN ADDITION THERE ARE REFERENCES ON THE SEGREGATION OF SPANISH-AMERICANS AND AMERICAN INDIANS AND A SECTION ON SEGREGATION IN FOREIGN COUNTRIES. FINALLY A LONG GENERAL SECTION ENCOMPASSES MANY RELATED ISSUES AND ANOTHER LISTS NEW RELEVANT PERIODICALS. LISTINGS OF RELATIVELY UNAVAILABLE WORKS INCLUDE THE STREET ADDRESSES OF THEIR SOURCES WHEREVER POSSIBLE, AND A COMPLETE AUTHOR INDEX LISTS THE NAME OF EVERY PERSON WHOSE WORK IS CITED. AVAILABLE FROM INTEGRATED EDUCATION ASSOCIATES, 343 SOUTH DEARBORN ST., CHICAGO, ILL., 60604-PRICE-\$1.95 PAPER, \$3.95 HARD-COVER. (EF)

ED 013 861 UD 004 202

SPRADLEY, JAMES P.
SOCIALIZATION FOR BICULTURAL ADJUSTMENT-A CASE STUDY.

PUB DATE 67
EDRS PRICE MF-\$0.25 HC-\$0.52 11P.

DESCRIPTORS *ADJUSTMENT (TO ENVIRONMENT), *CULTURAL ENVIRONMENT, *CULTURAL PLURALISM, *CULTURE CONFLICT, *SOCIALIZATION, AMERICAN INDIANS, CASE RECORDS, CULTURAL DIFFERENCES, CULTURAL FACTORS, IDENTITY MODELS, KWAKWIKWUTL INDIANS, MALADJUSTMENT, SELF ACTUALIZATION.

AN INDIVIDUAL MAY RESPOND TO A BICULTURAL ENVIRONMENT IN A VARIETY OF WAYS RANGING FROM TOTAL REJECTION OF WESTERN VALUES, OR PASSIVE WITHDRAWAL FROM EITHER CULTURAL SYSTEM, TO CREATIVE PARTICIPATION IN BOTH CULTURES. TO DETERMINE WHAT EARLY SOCIALIZATION EXPERIENCES MIGHT RESULT IN AN INDIVIDUAL'S SUCCESSFUL, CREATIVE ADJUSTMENT TO A BICULTURAL ENVIRONMENT, DETAILED DATA HAVE BEEN GATHERED ON ONE PARTICULARLY WELL-ADAPTED, BICULTURAL KWAKWIKWUTL INDIAN.

TAPED INTERVIEWS, OBSERVATION, STANDARD INTELLIGENCE AND PSYCHOLOGICAL TESTS, AND A CROSS-CULTURAL VALUE ORIENTATION QUESTIONNAIRE, AMONG OTHER RESEARCH TECHNIQUES, REVEALED THAT THE FOLLOWING FACTORS HAD AFFECTED THE SUBJECT'S SUCCESSFUL INTERNALIZATION OF BOTH WESTERN AND INDIAN VALUES-(1) BECAUSE OF HIS FAMILY BACKGROUND THE SUBJECT WAS SPECIFICALLY TRAINED FOR A LEADERSHIP ROLE IN KWAKWIKWUTL SOCIETY AND THUS DEVELOPED THE CONFIDENT SENSE OF INDIAN IDENTITY NECESSARY FOR HIS BICULTURALISM, (2) THE SUBJECT HAD BOTH INDIAN AND WESTERN-ORIENTED MODELS WITH WHOM HE COULD IDENTIFY, (3) HE RECEIVED SPECIAL ATTENTION AND RESPECT FROM THESE MODELS AND THUS DEVELOPED A STRONG EGO, (4) WITH THE HELP OF HIS INDIAN SCHOOL TEACHER HE WAS TAUGHT TO ACTIVELY CONSIDER THE DIFFERENCES BETWEEN THE TWO CULTURES, AND (5) FREQUENT SOCIAL ISOLATION FROM HIS PEERS WHEN HE WAS YOUNG ALLOWED THE SUBJECT MORE FREEDOM FROM PAST TRADITION THAN HE WOULD HAVE HAD IF HE HAD PLAYED WITH OTHER TRIBAL CHILDREN, AND MORE OPPORTUNITY TO CHOOSE WHICH CULTURE HE WOULD FOLLOW IN PARTICULAR SITUATIONS. (LB)

ED 013 862 56 UD 004 250

TEAHAN, JOHN E.
SOME EFFECTS OF AUDIO-VISUAL TECHNIQUES ON ASPIRATIONAL LEVEL AND ETHNOCENTRIC SHIFT. FINAL REPORT.

WISCONSIN UNIV., MILWAUKEE
REPORT NUMBER BR-5-0785
REPORT NUMBER NDEA-VIIA-1391
PUB DATE SEP 67
GRANT OEG-7-59-0502-281

EDRS PRICE MF-\$0.75 HC-\$7.50 188P.

DESCRIPTORS *ASPIRATION, *CAUCASIAN STUDENTS, *CHANGING ATTITUDES, *FILMS, *NEGROES, ATTITUDE TESTS, AUDIOVISUAL COMMUNICATION, CLASS ATTITUDES, COMPARATIVE ANALYSIS, CONTROL GROUPS, DISCRIMINATORY ATTITUDES (SOCIAL), ELEMENTARY SCHOOL STUDENTS, EXPERIMENTAL GROUPS, JUNIOR HIGH SCHOOL STUDENTS, NDEA TITLE VII, NEGRO ATTITUDES, SELF CONCEPT, TABLES (DATA).

TWELVE SHORT FILMS REPRESENTING TWELVE SUCCESSFUL NEGRO AND WHITE MEN WERE SHOWN TO EXPERIMENTAL GROUPS OF STUDENTS FROM WHITE AND PREDOMINANTLY NEGRO ELEMENTARY AND JUNIOR HIGH SCHOOLS. PRETESTING AND POSTTESTING INSTRUMENTS MEASURED THE STUDENTS' ATTITUDES TOWARD THEIR OWN AND OPPOSITE RACE AND THEIR "WISHED FOR" AND PREDICTED VOCATIONAL GOALS. THE EFFECT OF THE FILMS ON NEGRO AND WHITE STUDENTS IN BOTH A SMALL MID-WESTERN CITY AND IN A LARGE EASTERN METROPOLITAN AREA WAS STUDIED. SIGNIFICANTLY, AFTER THE FILMS THE DEGREE OF PREJUDICE IN AN ALL-WHITE SUBURBAN JUNIOR HIGH SCHOOL ACTUALLY INCREASED WITH THE LEVEL OF THE STUDENTS' SOCIOECONOMIC STATUS. THESE MIDDLE-CLASS STUDENTS MAY HAVE PERCEIVED THE SUCCESSFUL NEGROES AS A STATUS THREAT. IN CONTRAST, AT AN URBAN JUNIOR HIGH SCHOOL WITH A 47 PERCENT WHITE POPULATION, THERE WAS LESS PREJUDICE AMONG THE MID-

DLE-CLASS STUDENTS THAN AMONG THE LOWER-CLASS STUDENTS, WHO ALONG WITH NEGRO STUDENTS HAVE A LOW ACHIEVEMENT LEVEL AND THUS MAY HAVE NEEDED TO RATE NEGROES NEGATIVELY TO MAINTAIN WHAT LITTLE STATUS SUPERIORITY THEY COULD CLAIM AS WHITES. NEGRO ELEMENTARY STUDENTS BECAME MORE POSITIVE TOWARDS THEIR OWN RACE, BUT EXPRESSED A SIGNIFICANTLY INCREASED HOSTILITY TOWARDS WHITES. ALSO, NEGRO ELEMENTARY AND JUNIOR HIGH STUDENTS PREDICTED FOR THEMSELVES A HIGHER VOCATIONAL LEVEL IN TERMS OF ALREADY STATED "WISHED FOR" GOALS. APPENDIXES INCLUDE THE FILM PRESENTATION INSTRUCTIONS AND PRETESTING AND POST-TESTING INSTRUMENTS. (LB)

ED 013 863 **UD 004 317**
GORDON, EDMUND W. JABLONSKY, AD-
ELAIDE

COMPENSATORY EDUCATION IN THE EQUALIZATION OF EDUCATIONAL OPPORTUNITY--A SUMMARY EVALUATION OF COMPENSATORY EDUCATION, SOME MODELS FOR ITS IMPROVED APPLICATION AND SOME PROJECTED COSTS OF THEIR IMPLEMENTATION. A REPORT TO THE U.S. COM. ON CIVIL RIGHTS.

YESHIVA UNIV., NEW YORK, N.Y., ERIC
CLEARINGHOUSE
PUB DATE 17 NOV 67

EDRS PRICE MF-\$0.25 HC-\$2.24 54P.
DESCRIPTORS *COMPENSATORY EDUCATION PROGRAMS, *DISADVANTAGED YOUTH, *EDUCATIONAL PLANNING, *ESTIMATED COSTS, *EVALUATION, *MODELS, ACADEMIC ACHIEVEMENT, BANNERKER PROJECT, CAMPING, COMPENSATORY EDUCATION, COMPREHENSIVE PROGRAMS, EDUCATIONAL OPPORTUNITIES, ESEA TITLE I, ESEA TITLE III, HIGHER HORIZONS, INSTRUCTIONAL PROGRAM DIVISIONS, MORE EFFECTIVE SCHOOLS, PROJECT CASE II, PROJECT HEADSTART, PROJECT ONE HUNDRED THOUSAND, SCHOOL INTEGRATION, SCHOOL ORGANIZATION, U.S. DEPT. OF DEFENSE, UPWARD BOUND,

IN THIS REPORT TO THE COMMISSION ON CIVIL RIGHTS, THE NATURE AND IMPACT OF EXISTING COMPENSATORY EDUCATION PROGRAMS ARE EVALUATED, GENERAL CRITERIA FOR THE SUCCESS OF SUCH PROGRAMS ARE DETERMINED, AND THE COST FOR IMPLEMENTATION OF EFFECTIVE PROGRAMS IS ESTIMATED. AFTER A REVIEW OF NINE CURRENT COMPENSATORY PROGRAMS THE REPORT CONCLUDES THAT PRESENT COMPENSATORY PRACTICES DO NOT SUFFICIENTLY IMPROVE ACADEMIC ACHIEVEMENT IN DISADVANTAGED STUDENTS. HOWEVER, CONTRARY TO THE OPINIONS OF MANY, SCHOOL INTEGRATION, WHILE HIGHLY DESIRABLE, DOES NOT REALLY SOLVE THIS PROBLEM, AND DELAYING ACTION UNTIL THE SCHOOLS BECOME DESEGREGATED COMPOUNDS THE EXISTING EDUCATIONAL DEFICIENCIES OF POOR CHILDREN. WHAT IS SUGGESTED IN THIS REPORT, THEN, IS A COMPREHENSIVE MODEL FOR INTEGRATED, QUALITY EDUCATION BASED UPON TEN SPECIFIC CRITERIA FOR EFFECTIVE INSTRUCTIONAL PROGRAMS. THIS PROGRAM WOULD BEGIN WITH INTENSIVE AND EXTENSIVE EARLY CHILD CARE SERVICES, AND WOULD FOLLOW THE INDIVIDUAL THROUGH PRIMARY, ELEMENTARY, AND SECONDARY SCHOOLS. THE MODEL OPTIMALLY INCLUDES STUDENTS FROM ALL

BACKGROUNDS BUT PRIMARILY POOR CHILDREN WHO CANNOT ACHIEVE ACADEMIC COMPETENCE AT EXPECTED AND NECESSARY LEVELS. THE PROGRAM INCLUDES AN EXTENDED SCHOOL DAY, WEEK, AND YEAR, AND PROVIDES SOCIAL, HEALTH, AND OTHER WELFARE SERVICES. IT ALSO PROVIDES FOR WORK EXPERIENCE AND RESIDENT CAMPING FOR OLDER YOUTH. THE ESTIMATED COST OF SUCH A PROGRAM FOR THE EXISTING 30.4 MILLION DISADVANTAGED CHILDREN ALONE IS \$101 BILLION A YEAR. HOWEVER, THE EQUALIZING OF EDUCATIONAL OPPORTUNITY SEEMS NOT TO BE A NATIONAL "PRIORITY GOAL," AND THE OBTAINING OF FINANCIAL ASSISTANCE WILL NOT BE EASY. (LB)

ED 013 864 **UD 004 351**

MCCLELLAND, SAMUEL D.
EVALUATION OF THE MORE EFFECTIVE SCHOOLS PROGRAM. SUMMARY REPORT.
NEW YORK CITY BOARD OF EDUCATION,
BROOKLYN, N.Y.

PUB DATE SEP 66
EDRS PRICE MF-\$0.50 HC-\$3.20 78P.

DESCRIPTORS *BASIC SKILLS, *ELEMENTARY SCHOOLS, *PROGRAM EVALUATION, CLASS SIZE, COMMUNITY INVOLVEMENT, DISADVANTAGED YOUTH, HETEROGENEOUS GROUPING, INSTRUCTIONAL INNOVATION, LANGUAGE SKILLS, MORE EFFECTIVE SCHOOLS, NEW YORK CITY, OBJECTIVES, PRESCHOOL PROGRAMS, SCHOOL PERSONNEL, SPEECH IMPROVEMENT, STATISTICAL DATA, STUDENT IMPROVEMENT.

THIS REPORT SUMMARIZES THE NEW YORK CITY BOARD OF EDUCATION EVALUATION OF ITS MORE EFFECTIVE SCHOOLS (MES) PROGRAM. MES, ESTABLISHED TO IMPROVE THE BASIC READING AND ARITHMETIC SKILLS OF DISADVANTAGED ELEMENTARY SCHOOL CHILDREN, WAS INSTITUTED IN 21 SCHOOLS HAVING THE HIGHEST NUMBER OF PUPILS WITH LOW READING LEVELS, ENGLISH LANGUAGE HANDICAPS, AND POVERTY BACKGROUNDS. ITS SALIENT FEATURES WERE PRESCHOOL CLASSES, REDUCED CLASS SIZE, ADDITIONAL ADMINISTRATIVE AND ANCILLARY PERSONNEL, AND HETEROGENEOUS GROUPING. SOME OF ITS GOALS WERE TO CONDUCT THE PROGRAM IN INTEGRATED SCHOOLS AND TO ACTIVELY INVOLVE THE COMMUNITY. INNOVATIONS IN TEACHING METHODS AND MATERIALS WERE ALSO PART OF THE PROGRAM. ONE CHAPTER OF THE REPORT OUTLINES THE PROPOSED GOALS OF THE PROGRAM AND EXAMINES THE EXTENT TO WHICH THEY WERE IMPLEMENTED. ANOTHER CHAPTER OFFERS SELECTED DESCRIPTIVE STATISTICS AND THE FOLLOWING ONE REPORTS THE EFFECTIVENESS OF THE PROJECT IN STIMULATING PUPIL GROWTH IN READING AND ARITHMETIC. OTHER CHAPTERS DESCRIBE TWO LANGUAGE DEVELOPMENT PROJECTS AND SUMMARIZE THE REACTIONS OF ADMINISTRATORS, TEACHERS, AND PARENTS TO THE MES PROGRAM. THE RESULTS OF THE APPRAISAL ARE "GENERALLY" FAVORABLE. THE REDUCED CLASS SIZE AND PREKINDERGARTENS WERE SOME OF THE MOST VALUED FEATURES. TEST RESULTS SHOWED FAVORABLE PUPIL GROWTH IN READING, ARITHMETIC, SPEECH, AND ORAL COMMUNICATION. THE MAJOR RESERVATIONS WERE ABOUT THE GROUPINGS, THE LARGE ADDITION OF SCHOOL STAFF, AND THE NEED TO MEET THE DEMANDS TO ES-

TABLISH MES IN OTHER COMMUNITIES. (NH)

ED 013 865 **UD 004 361**

JONSSON, HAROLD A.
ESEA TITLE I PROJECTS IN THE BERKELEY UNIFIED SCHOOL DISTRICT--A SHORT SUMMARY OF ACTIVITIES AND EVALUATION FOR THE SPRING SEMESTER, 1966.

PUB DATE 66
EDRS PRICE MF-\$0.25 HC-\$0.56 12P.

DESCRIPTORS *COMPENSATORY EDUCATION PROGRAMS, *OBJECTIVES, *PROGRAM EVALUATION, *READING PROGRAMS, ACHIEVEMENT GAINS, ACHIEVEMENT TESTS, ATTITUDE TESTS, BERKELEY, BUS TRANSPORTATION, CALIFORNIA, DISADVANTAGED YOUTH, ELEMENTARY SCHOOLS, ESEA TITLE I, FEDERAL PROGRAMS, GUIDANCE COUNSELING, HIGH SCHOOLS, MOTHER ATTITUDES, SCHOOL INTEGRATION, STUDENT ATTITUDES, TEACHER ATTITUDES.

THIS SUMMARY AND EVALUATION OF THE ELEMENTARY AND SECONDARY EDUCATION ACT TITLE I PROJECT IN BERKELEY, CALIF., DESCRIBES COMPENSATORY ACTIVITIES IN FOUR TARGET ELEMENTARY SCHOOLS AND TWO TARGET ACHIEVEMENT TRACKS IN CORRECTIVE READING PROGRAMS IN THE HIGH SCHOOLS. THE OBJECTIVES IN THE TARGET ELEMENTARY SCHOOLS WERE TO RAISE EDUCATIONAL ACHIEVEMENT LEVELS (ESPECIALLY COMMUNICATION SKILLS), IMPROVE TEACHER SKILLS IN WORKING WITH DISADVANTAGED PUPILS, FOSTER EQUAL EDUCATION AND DEMOCRATIC ATTITUDES THROUGH SCHOOL INTEGRATION, AND ENCOURAGE POSITIVE PARENT AND STUDENT ATTITUDES TOWARD SCHOOL. METHODS USED TO ACHIEVE THESE GOALS INCLUDED SMALLER CLASSES, ADDITION OF ANCILLARY PERSONNEL, GUIDANCE AND COUNSELING SERVICES, ENRICHMENT, AND INSERVICE PROGRAMS FOR TEACHERS. A NONGRADED PROGRAM WAS USED IN ONE TARGET SCHOOL, AND 230 CHILDREN WERE BUSED TO SEVERAL WHITE MIDDLE-CLASS SCHOOLS. EVALUATION WAS BASED ON ACHIEVEMENT TESTING AND ON ATTITUDE AND OPINION DATA OBTAINED FROM MOTHERS, TEACHERS, AND CHILDREN. HOWEVER, FINDINGS WERE INCONCLUSIVE BECAUSE THE PROJECT WAS IN OPERATION FOR ONLY FOUR MONTHS. IT IS FELT THAT DATA ON FUTURE CHANGES WOULD BE MORE MEANINGFUL IF ACHIEVEMENT TEST BASELINES WERE ESTABLISHED IN TARGET, NONTARGET, AND RECEIVING SCHOOLS. ATTITUDES OF MOTHERS AND TEACHERS WERE GENERALLY FAVORABLE TO THE PROGRAMS, AND THE GUIDANCE FEATURES WERE WELL-RECEIVED. FINDINGS ON THE SUCCESS OF THE ACHIEVEMENT TRACKS IN THE READING PROGRAMS IN THE HIGH SCHOOLS, WHICH ARE ONLY BRIEFLY DESCRIBED, WERE INCONCLUSIVE. (NH)

ED 013 866 **UD 004 369**

VANGUARD OF EDUCATION IN TEXAS.
TEXAS EDUCATION AGENCY, AUSTIN
PUB DATE MAY 67

EDRS PRICE MF-\$0.25 HC-\$0.76 17P.

DESCRIPTORS *DISADVANTAGED YOUTH, *FEDERAL PROGRAMS, *SCHOOL SERVICES, BASIC SKILLS, ESEA TITLE I, IDENTIFICATION, INNOVATION, LANGUAGE SKILLS, OBJECTIVES, PROGRAM DEVELOPMENT, PROGRAM EFFECTIVENESS, PROGRAM EVALUATION, SCHOOL DIS-

TRICTS, SCHOOL PERSONNEL, STUDENT ATTITUDES, STUDENT IMPROVEMENT, TABLES (DATA), TEXAS.

THIS BRIEF REPORT SUMMARIZES THE ANNUAL EVALUATION REPORT (1966) OF THE ELEMENTARY AND SECONDARY EDUCATION ACT TITLE I PROJECTS IN 1,133 LOCAL SCHOOL DISTRICTS IN TEXAS. IT BRIEFLY OUTLINES THE CRITERIA AND METHODS USED THROUGHOUT THE STATE TO IDENTIFY EDUCATIONALLY DISADVANTAGED YOUNGSTERS. IN GENERAL THE INDIVIDUAL PROJECTS CONCENTRATED ON IMPROVING BASIC SKILLS, ENRICHMENT, HEALTH AND WELFARE SERVICES, ATTITUDE CHANGE, TEACHER EDUCATION, GUIDANCE, ADDITIONAL EQUIPMENT AND MATERIALS, AND PARENT INVOLVEMENT. MUCH OF THE INFORMATION ABOUT THESE OBJECTIVES IS SUMMARIZED IN TABLES, WHICH ALSO PROVIDE GENERAL STATISTICAL INFORMATION, AND DATA ON PROJECTS INVOLVING COOPERATION BETWEEN SCHOOL DISTRICTS, ON INNOVATIVE ACTIVITIES AND SERVICES, AND ON STAFF POSITIONS. STANDARDIZED ACHIEVEMENT TESTS WERE THE MAIN INSTRUMENTS USED TO MEASURE PROJECT EFFECTIVENESS. PARTICIPATING DISTRICTS REPORTED "SOME EVIDENCE" OF PUPIL GROWTH IN SEVERAL AREAS, THE GREATEST IN INCREASED INTEREST IN SCHOOL AND IMPROVED ATTITUDES. THE LEAST IMPROVEMENT WAS IN ORAL ENGLISH. THE MAJOR PROGRAM PROBLEM WAS LATE ARRIVAL OF MATERIALS AND EQUIPMENT. (NH)

ED 013 867 VT 000 070

BROUDY, HARRY S.
PROBLEMS AND PROSPECTS IN VOCATIONAL EDUCATION.
ILLINOIS UNIV., URBANA, COLL. OF EDUCATION
PUB DATE 65

EDRS PRICE MF-\$0.25 HC-\$1.88 45P.

DESCRIPTORS *EDUCATIONAL PHILOSOPHY, *GENERAL EDUCATION, *VOCATIONAL EDUCATION, CURRICULUM, POST SECONDARY EDUCATION, SECONDARY EDUCATION.

THE CONTENTIONS EVIDENT IN RECENT DISCUSSIONS OF VOCATIONAL EDUCATION ARE CRITICALLY EXAMINED. PROGRAMS AT THE SECONDARY LEVEL ARE QUESTIONED BECAUSE OF THE TIME AND CONCENTRATED EFFORT REQUIRED FOR GENERAL EDUCATION AND THE NEED FOR A CONCENTRATION OF RESOURCES AND STAFF TO PROVIDE THE HIGH LEVEL OF TRAINING REQUIRED BY MODERN INDUSTRY. THE POST-SECONDARY SCHOOL IS IN A BETTER POSITION TO DO THIS. GENERAL EDUCATION MUST LAY THE GROUNDWORK FOR ALL HIGH-GRADE APPLICATIONS OF KNOWLEDGE BY PROVIDING RELIABLE REPLICATION OF CERTAIN SYMBOLIC SKILLS AND KEY FACTS, RELIABLE HABITS OF ACQUIRING AND USING KNOWLEDGE INTERPRETIVELY, AND A MASS OF LEARNINGS THAT WILL BE USED ASSOCIATIVELY TO ENRICH LIVES AND GIVE THEM INDIVIDUALITY TO SAFELY AND PRODUCTIVELY UTILIZE THE BENEFITS OF A LARGE-SCALE MACHINE INDUSTRY. NOT ONLY A HIGH ORDER OF VOCATIONAL SKILL IS NEEDED, BUT ALSO A HIGHER ORDER OF CITIZENSHIP AND PERSONAL DEVELOPMENT. AUTOMATION CAN PROVIDE THE ADDED PRODUCTIVITY TO MAINTAIN AND EXPLOIT A TECHNOLOGICALLY SOPHISTICATED CULTURE FOR FURTHER BENEFITS. VOCATIONAL EDUCATION HAS

TO BECOME FORMAL AND MORE CONSCIOUSLY AND EXTENSIVELY BASED ON THEORY. VOCATIONAL STATESMEN SHOULD SIT ON THE BOARDS OF RESEARCH AND DEVELOPMENT IN EVERY MAJOR FIRM AND GOVERNMENTAL AGENCY TO SHAPE THE EDUCATIONAL STRATEGY. THERE SHOULD NOT BE A LAG OF 15 TO 20 YEARS BETWEEN THE MANPOWER NEEDS OF THE NATION AND EDUCATIONAL FACILITIES FOR MEETING THEM, BUT A LEAD TIME OF A DECADE. REBUTTALS BY STEPHENIE G. EDGERTON, JAMES E. GALLAGHER, AND JACOB STERN FOLLOW THE PAPER. (EM)

ED 013 868 VT 000 154

LOFTIS, HELEN A.

A SURVEY OF THE ATTITUDES HELD BY CERTAIN SOUTH CAROLINA NINTH AND TWELFTH GRADE GIRLS TOWARD HOME ECONOMICS RELATED JOBS.

WINTHROP COLL., ROCK HILL, S.C.
SOUTH CAROLINA STATE DEPT. OF EDUCATION, COLUMBIA
PUB DATE MAY 66

EDRS PRICE MF-\$0.50 HC-\$2.88 70P.

DESCRIPTORS *HIGH SCHOOL STUDENTS, *OCCUPATIONAL HOME ECONOMICS, *PROGRAM PLANNING, *STUDENT ATTITUDES, *VOCATIONAL INTERESTS, ASPIRATION, COMPARATIVE ANALYSIS, FEMALES, GRADE 12, GRADE 9, SOUTH CAROLINA, SURVEYS.

KNOWLEDGE OF STUDENTS' ATTITUDES TOWARDS HOME ECONOMICS RELATED JOBS PROVIDED ONE BASIS FOR PROGRAM PLANNING. THIS SURVEY WAS DESIGNED TO (1) DETERMINE AND COMPARE THE ATTITUDES OF HOME ECONOMICS STUDENTS WITH NON-HOME ECONOMICS STUDENTS, (2) EXPLORE STUDENT INTEREST IN LEARNING HOW TO PERFORM THESE JOBS, (3) DETERMINE LEVELS OF AWARENESS OF THESE OPPORTUNITIES AND DISCOVER WHICH HAVE MORE APPEAL, AND (4) EXPLORE THE ASPIRATIONS OF HIGH SCHOOL STUDENTS. AN INSTRUMENT WAS DEVELOPED, AND STUDENTS IN SEVEN SCHOOLS RESPONDED TO THE LIST OF JOBS IDENTIFIED. SOME FINDINGS WERE - (1) JOBS APPEAL TO HOME ECONOMICS AND NON-HOME ECONOMICS STUDENTS IN MUCH THE SAME WAY, (2) THE JOBS WHICH APPEAR TO BE THE MOST APPEALING ARE THOSE WHICH INVOLVE CHILD CARE, HEALTH AND MEDICAL SERVICES, AND (3) PROGRAMS CAN BE BUILT AROUND A NUCLEUS OF STUDENTS DISCOVERED TO HAVE FAVORABLE ATTITUDES TOWARD HOME ECONOMICS RELATED JOBS. FIVE CLUSTERS OF JOBS WERE IDENTIFIED. IT WAS RECOMMENDED THAT TEACHERS WHO PLAN THESE PROGRAMS SURVEY THE ATTITUDES OF THEIR POTENTIAL ENROLLEES AND IDENTIFY THOSE WHO ARE EAGER TO FORM THE NUCLEUS OF THE BEGINNING PROGRAM. IF THE COMMUNITY CAN SUPPORT EITHER CHILD CARE OR HEALTH OCCUPATIONS, EVIDENCE FAVORS THESE AS THE FOCUS OF INITIAL PROGRAMS. (MS)

ED 013 869 VT 000 353

SNEPP, NEILO O. WOODIN, RALPH J.
AGRICULTURAL EDUCATION OFFERINGS IN COMMUNITY COLLEGES IN THE UNITED STATES, A RESEARCH REPORT OF A GRADUATE STUDY. RESEARCH SERIES IN AGRICULTURAL EDUCATION.
OHIO STATE UNIV., COLUMBUS, COLL. OF AG. HOME EC.
PUB DATE JUN 65

EDRS PRICE MF-\$0.50 HC-\$2.50 68P.

DESCRIPTORS *AGRICULTURAL EDUCATION, *COMMUNITY COLLEGES, *GUIDELINES, *NATIONAL SURVEYS, *PROGRAM PLANNING, ADMISSION CRITERIA, COLLEGE STUDENTS, CURRICULUM, EDUCATIONAL FACILITIES, EDUCATIONAL FINANCE, FACULTY, OHIO, QUESTIONNAIRES, STUDENT ENROLLMENT, TEACHING LOAD.

PRIOR TO PROPOSING A POSTSECONDARY PROGRAM IN AGRICULTURE FOR OHIO COMMUNITY COLLEGES, QUESTIONNAIRES WERE SENT TO 161 COMMUNITY COLLEGES IN 34 STATES TO SECURE RECOMMENDATIONS FROM EXPERIENCED PERSONS AND TO DETERMINE THE STATUS OF EXISTING PROGRAMS. RESPONSES WERE RECEIVED FROM 116 ADDITIONAL DATA WERE COLLECTED FROM 44 STATE DIRECTORS OF VOCATIONAL EDUCATION. AGRICULTURE WAS TAUGHT AT APPROXIMATELY 30 PERCENT OF THE COLLEGES, AND ADULT AGRICULTURAL EDUCATION PROGRAMS WERE PRACTICALLY NONEXISTENT. GUIDELINES FORMULATED TO PROVIDE DIRECTION FOR THE OHIO PROGRAM INCLUDED - (1) AGRICULTURAL PROGRAMS IN OHIO COMMUNITY COLLEGES SHOULD BE FORMULATED AND COORDINATED ON A STATEWIDE BASIS, (2) AGRICULTURAL PROGRAMS SHOULD BE DEVELOPED FOR TERMINAL, TECHNICAL, TRANSFER, VOCATIONAL, AND ADULT STUDENTS IN THE ORDER LISTED, (3) TRANSFER PROGRAMS SHOULD BE DEVELOPED IN COOPERATION WITH THE SENIOR AGRICULTURAL COLLEGES OF THE STATE, (4) AGRICULTURAL INSTRUCTORS SHOULD HOLD AT LEAST A MASTER'S DEGREE AND HAVE PREVIOUS TEACHING EXPERIENCE, (5) THE MAXIMUM TEACHING LOAD SHOULD BE 16 CLASS HOURS PER WEEK WITH A STUDENT-TEACHER RATIO OF 20 TO 1, (6) THE MINIMUM NUMBER OF FULL-TIME EQUIVALENT STUDENTS ENROLLED SHOULD BE 120, (7) AT LEAST 50 PERCENT OF THE CAPITAL COST FOR AGRICULTURAL PROGRAMS SHOULD BE PROVIDED BY STATE FUNDS, AND (8) OPERATING EXPENSES SHOULD BE SHARED EQUALLY BY STATE AND LOCAL TAXES AND STUDENT TUITION. COPIES OF THE QUESTIONNAIRES ARE INCLUDED. (SL)

ED 013 870 VT 000 362

ALTMAN, JAMES W.
RESEARCH ON GENERAL VOCATIONAL CAPABILITIES (SKILLS AND KNOWLEDGES). FINAL REPORT.
AMERICAN INST. FOR RESEARCH IN BEHAVIORAL SCIENCES
PUB DATE MAR 66

EDRS PRICE MF-\$0.75 HC-\$6.44 159P.

DESCRIPTORS *CURRICULUM, *EDUCATIONAL RESEARCH, *JOB SKILLS, *OCCUPATIONS, *VOCATIONAL EDUCATION, MASSACHUSETTS, POST SECONDARY EDUCATION, QUINCY, RELATIONSHIP, SECONDARY EDUCATION, SEX (CHARACTERISTICS), TASK PERFORMANCE, WEST VIRGINIA, WOODS COUNTY.

THE OBJECTIVES WERE TO (1) DEVELOP AND VERIFY METHODS FOR DETERMINING GENERAL CAPABILITIES REQUIRED FOR JOBS, (2) DESCRIBE THE GENERAL VOCATIONAL CAPABILITIES OF HIGH SCHOOL STUDENTS AND RELATE THEM TO INTELLECTUAL ABILITIES AND EDUCATIONAL EXPERIENCE, AND (3) DERIVE EDUCATIONAL IMPLICATIONS FROM AN ANALYSIS OF THESE GENERAL VOCATIONAL CAPABILITIES, TASK BEHAVIORS FOR EACH OF 31 OCCUPATIONS HAVING

MAJOR EMPLOYMENT OPPORTUNITIES IN THE FUTURE WERE TRANSLATED INTO MULTIPLE CHOICE TEST ITEMS. THE ITEMS, RATIONALLY ORGANIZED INTO A SET OF TESTS RESULTING IN A TOTAL OF 24 TESTS, WERE ADMINISTERED TO ABOUT 10,000 STUDENTS FROM GRADE 9 THROUGH JUNIOR COLLEGE IN THE WOODS COUNTY (PARKERSBURG), WEST VIRGINIA AND QUINCY, MASSACHUSETTS SCHOOL SYSTEMS. ANALYSES WERE PERFORMED FOR GIRLS AND BOYS SEPARATELY AND FOR THE COMBINED GROUP. SCORES OF ALL TESTS FOR EACH OCCUPATION WERE ANALYZED IN TERMS OF RELATIVE MALE VERSUS FEMALE MEAN PERFORMANCE. ONE OF THE MAJOR FINDINGS WAS THAT THERE IS A DEFINABLE AND WELL-STRUCTURED DOMAIN OF VOCATIONAL CAPABILITIES WHICH HAS NOT PREVIOUSLY BEEN WELL DEFINED AND WHICH IS NOT BEING SYSTEMATICALLY TAUGHT BY EDUCATIONAL INSTITUTIONS. THIS DOMAIN PROMISES TO ENHANCE THE FLEXIBILITY WITH WHICH STUDENTS CAN APPLY THE RESULTS OF THEIR EDUCATIONAL EXPERIENCES. THE APPENDIX INCLUDES SAMPLES OF PRODUCTS FROM INTERIM STAGES OF THE PROJECT AND SOME OF THE DETAILED STATISTICAL RESULTS. (SL)

ED 013 871 VT 000 364
RIDENOUR, HARLAN E.
 COMBINES AND COMBINING.
 OHIO STATE DEPT. OF EDUCATION, COLUMBUS
 OHIO STATE UNIV., COLUMBUS, COLL. OF AG. HOME EC.
 PUB DATE 65
 EDRS PRICE MF-\$0.50 HC NOT AVAILABLE FROM EDRS. 88P.

DESCRIPTORS *AGRICULTURAL MACHINERY, *STUDY GUIDES, *VOCATIONAL AGRICULTURE, HIGH SCHOOLS.
 THROUGH THE USE OF THIS MANUAL, VOCATIONAL AGRICULTURE STUDENTS WITH OCCUPATIONAL INTEREST IN GRAIN FARMING AND CUSTOM COMBINE OPERATION MAY GAIN KNOWLEDGE ABOUT THE BASIC DESIGN AND OPERATION OF COMBINES. DEVELOPMENT BY A STATE CURRICULUM MATERIALS DIRECTOR INCLUDED CONSULTATION WITH ENGINEERS, TRIAL, AND REVISION. OBJECTIVES ARE STATED IN TERMS OF BEHAVIORAL OBJECTIVES AND BASED ON STUDENT NEEDS. FOUR UNITS OF INSTRUCTION ARE COVERED - (1) WHAT IS THE VALUE OF DOING A GOOD JOB OF COMBINING, (2) BASIC DESIGN OF THE COMBINE, (3) OPERATION OF THE COMBINE, AND (4) ECONOMICS OF OWNING A COMBINE. THE MANUAL SUGGESTS TEACHING PROCEDURES AND STUDENT EXPERIENCES WHICH THE VOCATIONAL AGRICULTURE TEACHERS COULD CONDUCT IN THE CLASSROOM, THE AGRICULTURAL MECHANIC SHOP, AND ON FIELD TRIPS TO FARMS AND IMPLEMENT DEALERS. SINCE THE INDIVIDUAL FEATURES OF THE DIFFERENT MAKES AND MODELS OF COMBINES CANNOT BE INCLUDED IN ONE PUBLICATION, OPERATOR'S MANUALS FOR THE COMBINES BEING STUDIED SHOULD BE MADE AVAILABLE. A SET OF THIRTY 2-BY 2-INCH COLOR SLIDES WITH ACCOMPANYING SCRIPT, AND A TEST AND KEY FOR THE UNIT ARE AVAILABLE. THIS DOCUMENT IS AVAILABLE FOR \$1.00 OR IN QUANTITY FOR 75 CENTS FROM OHIO VOCATIONAL AGRICULTURE, INSTRUCTIONAL MATERIALS SERVICE, THE OHIO STATE UNIVERSITY, 2120 FYPFE ROAD, COLUMBUS, OHIO 43210. (PA)

ED 013 872 VT 000 412
HULL, WILLIAM L. MCCLAY, DAVID R.
 A COMPARISON OF PROGRAMED AND LECTURE-DISCUSSION METHODS OF TEACHING FARM CREDIT TO HIGH SCHOOL YOUTH AND ADULTS.
 PENNSYLVANIA STATE UNIV., UNIVERSITY PARK
 REPORT NUMBER PSU-BULL-722
 PUB DATE AUG 65
 EDRS PRICE MF-\$0.25 HC-\$1.16 27P.

DESCRIPTORS *ADULT FARMER EDUCATION, *COMPARATIVE ANALYSIS, *HIGH SCHOOLS, *PROGRAMED INSTRUCTION, *VOCATIONAL AGRICULTURE, DISCUSSION (TEACHING TECHNIQUE), LECTURE, TEACHER ATTITUDES, VOCATIONAL AGRICULTURE DEPARTMENTS CONSIDERED TO BE REPRESENTATIVE OF DEPARTMENTS HAVING ADULT PROGRAMS IN MARYLAND, DELAWARE, WEST VIRGINIA, PENNSYLVANIA, AND VIRGINIA WERE USED FOR THIS EXPERIMENT. PHASE ONE, IN 1961-62, WAS RANDOMLY ASSIGNED TO USE THE PROGRAMED OR THE LECTURE-DISCUSSION METHOD IN FARM CREDIT CLASSES. IN PHASE TWO (1962-63), BOTH METHODS WERE USED TO TEACH ALTERNATE CLASSES IN EIGHT SCHOOLS. A RANDOM SAMPLE WAS DRAWN FROM EACH SCHOOL FOR TEST COMPARISONS WITH EIGHT STUDENTS EACH FROM AGRICULTURE 9-10, AGRICULTURE 11-12, AND ADULT CLASSES. DATA WERE COLLECTED AND ANALYZED ON THE REMAINING STUDENTS IN EACH CLASSROOM. SOME CONCLUSIONS WERE - (1) THE LECTURE-DISCUSSION METHOD OF TEACHING RESULTED IN SIGNIFICANTLY GREATER GAINS IN KNOWLEDGE IN PHASE ONE. SOME LECTURE-DISCUSSION TEACHERS USED TWICE AS MUCH CLASS TIME AS DID THE PROGRAMED-INSTRUCTION TEACHER, (2) WHEN THE AMOUNT OF TIME WAS CONTROLLED DURING PHASE TWO OF THE STUDY, THERE WAS NO SIGNIFICANT DIFFERENCE BETWEEN THE MEAN SCORES FOR EACH METHOD, (3) TEACHERS FELT THAT PROGRAMED INSTRUCTION SHOULD BE INTEGRATED WITH OTHER METHODS OF TEACHING, AND SOME BELIEVE THAT GOOD STUDENTS LEARNED MORE THAN POOR STUDENTS FROM THIS METHOD. (PS)

ED 013 873 VT 000 537
EMERSON, LYNN A.
 A GUIDE TO THE FURTHER DEVELOPMENT OF INDUSTRIAL EDUCATION CENTERS IN NORTH CAROLINA. A REPORT OF A STUDY OF THE NORTH CAROLINA INDUSTRIAL EDUCATION CENTERS.
 NORTH CAROLINA STATE BOARD OF EDUCATION, RALEIGH
 PUB DATE 63
 EDRS PRICE MF-\$0.50 HC-\$4.44 109P.

DESCRIPTORS *ADMINISTRATOR GUIDES, *EMPLOYMENT STATISTICS, *TECHNICAL EDUCATION, *VOCATIONAL EDUCATION, CURRICULUM, DIRECTORIES, EDUCATIONAL FACILITIES, EDUCATIONAL NEEDS, EMPLOYMENT OPPORTUNITIES, EMPLOYMENT TRENDS, INDUSTRIAL EDUCATION, INDUSTRIAL EDUCATION CENTERS, NORTH CAROLINA, OCCUPATIONAL SURVEYS, POST SECONDARY EDUCATION, PROGRAM DESCRIPTIONS, PROGRAM DEVELOPMENT, SKILLED OCCUPATIONS, STUDENT ENROLLMENT, TEACHER QUALIFICATIONS, TECHNICAL OCCUPATIONS, TRADE AND INDUSTRIAL EDUCATION.

A STATEWIDE SYSTEM FOR POST-HIGH SCHOOL PREEMPLOYMENT AND EXTENSION TRAINING IN TECHNICAL AND VOCATIONAL EDUCATION IN THE FORM OF INDUSTRIAL EDUCATION CENTERS WAS BEGUN IN 1968. THIS GUIDE INCLUDES A STATUS REPORT ON THE CENTERS, AN EXAMINATION OF THE EDUCATIONAL NEEDS THEY SHOULD MEET, AND RECOMMENDATIONS FOR THEIR FURTHER DEVELOPMENT AND IMPROVEMENT. FOUR TYPES OF PROGRAMS ARE BEING OFFERED - TRADE AND TECHNOLOGY, MACHINE OPERATOR TRAINING, SUPERVISORY TRAINING, AND UPDATING FOR EMPLOYED ADULTS. FULL-TIME, EXTENSION, AND PART-TIME CURRICULUMS ARE OFFERED FOR TECHNICIANS, SKILLED CRAFTSMEN, TECHNICAL SPECIALISTS, AND SKILLED SPECIALISTS. INCREASED MANPOWER NEEDS SERVED AS A MAJOR BASIS FOR THE ESTABLISHMENT OF PROGRAMS FOR THE 20 CENTERS. PROGRAM ALLOCATIONS WERE BASED ON - (1) THE GEOGRAPHICAL SPREAD OF EMPLOYMENT OPPORTUNITIES, (2) ESTABLISHED OR PLANNED PROGRAMS IN EXISTING CENTERS, (3) STUDENT POTENTIAL, AND (4) HOUSING ACCOMMODATIONS FOR STUDENTS. RECOMMENDATIONS INCLUDE - (1) CONCENTRATION ON ADULT AND POST-HIGH SCHOOL LEVEL, (2) EXPANSION OF PROGRAMS INTO NEW FIELDS, (3) ESTABLISHMENT OF STATE-WIDE COMPETENCY EXAMINATIONS, (4) INITIATION OF STUDENT RECRUITMENT PROGRAMS, AND (5) ACCREDITATION OF CURRICULUMS. EMPLOYMENT DATA FROM THE MANPOWER STUDY ARE INCLUDED. (EM)

ED 013 874 VT 000 563
BJERGO, ALLEN
 NEW PERSPECTIVES IN YOUNG AND ADULT FARMER AND RANCHER EDUCATION, AN AGRICULTURAL EDUCATION SUMMARY REPORT OF THE SOUTHWESTERN CONFERENCE ON YOUNG-ADULT FARMER AND RANCHER EDUCATION (NEW MEXICO STATE UNIVERSITY, JULY 15 - AUGUST 2, 1963).
 NEW MEXICO STATE UNIV., UNIVERSITY PARK
 REPORT NUMBER NMSU-BUR-EDUC-RES-PUB-4
 PUB DATE 64
 EDRS PRICE MF-\$0.50 HC-\$3.36 82P.

DESCRIPTORS *ADULT FARMER EDUCATION, *INSERVICE TEACHER EDUCATION, *VOCATIONAL AGRICULTURE TEACHERS, *WORKSHOPS, *YOUNG FARMER EDUCATION, ADVISORY COMMITTEES, COMMUNITY RESOURCES, CURRICULUM DEVELOPMENT, EDUCATIONAL NEEDS, EDUCATIONAL OBJECTIVES, EDUCATIONAL POLICY, FARM MANAGEMENT, LEADERSHIP TRAINING, NEW MEXICO, PROGRAM ADMINISTRATION, PROGRAM EVALUATION, TEACHING METHODS, VOCATIONAL AGRICULTURE.

PARTICIPANTS IN THIS REGIONAL WORKSHOP HAD AS THEIR OBJECTIVE TO DEVELOP AN UNDERSTANDING OF THE PURPOSES, MEANS, ADMINISTRATIVE FRAMEWORK, POLICIES, PROCEDURES, COURSE CONTENT, ADVISORY COMMITTEES, INITIATION, TEACHING TECHNIQUES, COMMUNITY RESOURCES, AND LEADERSHIP TECHNIQUES NECESSARY TO IMPROVE AND EXPAND THE PROGRAM OF ADULT AND YOUNG FARMER EDUCATION. CONSULTANTS INCLUDED UNIVERSITY PROFESSORS, AGRICULTURAL EDUCATION SUPERVISORS, COMMODITY GROUP REPRESENTATIVES, AND EXTENSION SERVICE PERSONNEL. THE CONFERENCE WAS ATTENDED BY 10 VOCATIONAL

AGRICULTURE TEACHERS AND FIVE COLLEGE STUDENTS. THE CONTENT, DEVELOPED FROM INDIVIDUAL PRESENTATIONS, COMMITTEE WORK, PANEL PRESENTATIONS, AND REFERENCE CITATIONS, IS PRESENTED AS SECTIONS ON VARIOUS ASPECTS OF ADULT AND YOUNG FARMER EDUCATION INCLUDING THE VALUE OF PROGRAMS, ESTABLISHMENTS IN FARMING, NEED FOR PROGRAMS, TRENDS IN AGRICULTURAL EDUCATION, PREPARING TEACHERS, STUDY OF COMMUNITY NEEDS, SCHOOL ADMINISTRATOR'S VIEWPOINT, POLICIES, ORGANIZING AND USING PLANNING COMMITTEES, ORGANIZING AND INITIATING NEW PROGRAMS, FARM MANAGEMENT FOR ADULT FARMERS, TEACHING METHODS, CURRICULUM PLANNING, INDIVIDUAL ON-FARM TEACHING, PLANNING COUNTY-WIDE PROGRAMS, LEADERSHIP DEVELOPMENT IN EXTENSION, LOCAL AND STATE PROGRAMS FOR YOUNG FARMERS, AND EVALUATION OF ADULT EDUCATION. (JM)

ED 013 875

VT 000 564

ROBERTS, ROY W.
EVALUATION OF THE EFFECTIVENESS OF INSTRUCTION IN AGRICULTURAL MECHANICS FOR VOCATIONAL AGRICULTURE STUDENTS IN ARKANSAS WHO ENTER NON-FARMING OCCUPATIONS.
ARKANSAS UNIV., FAYETTEVILLE, COLL. OF EDUCATION
REPORT NUMBER UA-MONOGR-67
PUB DATE JUL 65

EDRS PRICE MF-\$0.25 HC-\$2.20 53P.

DESCRIPTORS *AGRICULTURAL ENGINEERING, *OFF FARM AGRICULTURAL OCCUPATIONS, *PROGRAM EVALUATION, *VOCATIONAL AGRICULTURE, *VOCATIONAL FOLLOWUP, ARKANSAS, EDUCATIONAL NEEDS, FARM OCCUPATIONS, GRADUATE SURVEYS, HIGH SCHOOL STUDENTS, OCCUPATIONAL CHOICE,

TO EVALUATE THE EFFECTIVENESS OF A NEW PROGRAM, A STUDY WAS MADE TO DETERMINE - (1) OCCUPATIONS ENTERED, (2) EFFECT OF NUMBER OF YEARS IN VOCATIONAL AGRICULTURE ON OCCUPATIONAL CHOICE, (3) MECHANICAL SKILLS USEFUL IN THE OCCUPATION, (4) ADDITIONAL SKILLS NEEDED, AND (5) CHANGES NEEDED IN THE COURSE OF STUDY. THE SAMPLE INCLUDED 802 FORMER STUDENTS WHO RETURNED QUESTIONNAIRES TO 147 OF THE 326 VOCATIONAL AGRICULTURE TEACHERS IN THE STATE. OF THE FORMER STUDENTS AVAILABLE FOR EMPLOYMENT AFTER LEAVING SCHOOL, 86 PERCENT ENTERED OCCUPATIONS OTHER THAN FARMING, AND 73 PERCENT WERE EMPLOYED IN THE SAME COUNTY IN WHICH THEY ATTENDED HIGH SCHOOL. THE HIGHEST FREQUENCIES OF EMPLOYMENT OCCURRED IN THE MANUFACTURING INDUSTRIES AT THE UNSKILLED OR SEMI-SKILLED LEVEL. SKILLS ACQUIRED IN AGRICULTURAL MECHANICS WERE DEEMED USEFUL BY 82 PERCENT, AND 32 PERCENT INDICATED A NEED FOR ADDITIONAL SKILLS. USEFUL SKILLS WERE ACQUIRED IN MACHINERY MAINTENANCE, WOODWORK, ELECTRICITY, CARPENTRY, AND TOOL FITTING. ROPE WORK, GLAZING, HOT-METAL, AND DRAWING WERE NOT USEFUL. THE IMPORTANT ADDITIONAL SKILLS NEEDED WERE MACHINERY MAINTENANCE, BLUEPRINT READING, GASOLINE ENGINE MAINTENANCE, AND WELDING. RECOMMENDATIONS WERE MADE TO INCREASE EMPHASIS ON AGRICULTURAL MECHANICS, IMPROVE FACILITIES, AND CONTINUE DE-

VELOPMENT OF THE AGRICULTURAL MECHANICS CURRICULUM. (JM)

ED 013 876

VT 000 576

PEARCE, C.A. AND OTHERS
TECHNICAL MANPOWER IN NEW YORK STATE. VOLUME I.

NEW YORK STATE DEPT. OF LABOR, ALBANY
REPORT NUMBER NYSDEL-SB-239-VOL-1
NEW YORK STATE EDUCATION DEPT., ALBANY

PUB DATE DEC 64

EDRS PRICE MF-\$0.50 HC-\$3.76 92P.

DESCRIPTORS *EDUCATIONAL NEEDS, *EMPLOYMENT STATISTICS, *OCCUPATIONAL SURVEYS, *TECHNICAL OCCUPATIONS, COLLEGE GRADUATES, EDUCATIONAL BACKGROUND, EDUCATIONAL PROGRAMS, EMPLOYERS, EMPLOYMENT EXPERIENCE, EMPLOYMENT OPPORTUNITIES, EMPLOYMENT QUALIFICATIONS, EMPLOYMENT TRENDS, JOB ANALYSIS, JOB SKILLS, NEW YORK, ON THE JOB TRAINING, OPINIONS, PROFESSIONAL OCCUPATIONS, SALARIES,

GROUPS OF TECHNICAL OCCUPATIONS ARE COMPARED IN TERMS OF CHARACTERISTICS OF EMPLOYMENT, SOURCE OF WORKERS, AND EDUCATIONAL AND EXPERIENCE REQUIREMENTS. SURVEY FINDINGS ARE GIVEN FOR EMPLOYER TRAINING PROGRAMS AND EMPLOYER VIEWS AND POLICIES ON THE UTILIZATION OF TECHNICIANS. THE SURVEY DATA WERE DERIVED FROM A SAMPLE OF 17,414 ESTABLISHMENTS LOCATED IN NEW YORK STATE, WHICH ACCOUNTED FOR 50.4 PERCENT OF THE TOTAL EMPLOYMENT OF ALL BUSINESSES, EXCLUSIVE OF AGRICULTURE, DOMESTIC SERVICE, THE MILITARY SERVICE, AND SELF-EMPLOYED. BASED ON THE SAMPLE, IT WAS ESTIMATED THAT 148,684 WORKERS WERE EMPLOYED IN TECHNICAL OCCUPATIONS BY PRIVATE INDUSTRY AND GOVERNMENT AGENCIES IN NEW YORK STATE IN 1962. DATA FOR APPROXIMATELY 200 DIFFERENT TECHNICAL OCCUPATIONS ARE GIVEN. ABOUT 14,600 ESTABLISHMENTS REPORTED HAVING EMPLOYEES IN TECHNICAL OCCUPATIONS - 3.7 PERCENT OF A TOTAL OF APPROXIMATELY 393,500 BUSINESS AND GOVERNMENT ESTABLISHMENTS IN NEW YORK STATE. CONCLUSIONS WERE - (1) ALTHOUGH THERE IS A LARGE NUMBER OF DIFFERENT TECHNICAL OCCUPATIONS, THEY DO NOT EMPLOY MANY WORKERS, DO NOT REPRESENT A LARGE DEMAND FOR MANPOWER OR A FIELD OF MANY EMPLOYMENT OPPORTUNITIES, (2) THESE TECHNICAL JOBS, NEVERTHELESS, ARE CRITICAL TO THE INDUSTRIAL ECONOMY, (3) AS THE PACE OF AUTOMATION TECHNOLOGY QUICKENS, SOME INCREASE IN TECHNICIAN-ENGINEERING RATIOS MAY BE EXPECTED, AND (4) BOTH HIGH SCHOOLS AND POST-HIGH SCHOOL INSTITUTIONS HAVE HAD A ROLE IN EDUCATING FOR TECHNICAL OCCUPATIONS. "TECHNICAL MANPOWER IN NEW YORK STATE," SUPPLEMENT A, SUPPLEMENT B, AND VOLUME II (VT 000 577 - 000 579) ARE RELATED DOCUMENTS. (PS)

ED 013 877

VT 000 577

PEARCE, C.A. AND OTHERS
TECHNICAL MANPOWER IN NEW YORK STATE. VOLUME I, SUPPLEMENT A, APPENDIX TABLES.

NEW YORK STATE DEPT. OF LABOR, ALBANY

REPORT NUMBER NYSDEL-SB-239-VOL-1-SUPPL-A
NEW YORK STATE EDUCATION DEPT., ALBANY
PUB DATE DEC 64
EDRS PRICE MF-\$0.75 HC-\$5.88 145P.

DESCRIPTORS *EMPLOYMENT STATISTICS, *OCCUPATIONAL SURVEYS, *TECHNICAL OCCUPATIONS, EDUCATIONAL BACKGROUND, EDUCATIONAL NEEDS, EDUCATIONAL PROGRAMS, EMPLOYMENT OPPORTUNITIES, EMPLOYMENT QUALIFICATIONS, JOB ANALYSIS, JOB SKILLS, LABOR UNIONS, NEW YORK, PROFESSIONAL OCCUPATIONS, RECRUITMENT, SALARIES, SEX (CHARACTERISTICS),

THE 53 TABLES OF DATA COLLECTED FROM A SURVEY OF 17,414 ESTABLISHMENTS IN NEW YORK INCLUDE (1) NUMBER OF ESTABLISHMENTS WITH TECHNICAL OCCUPATIONS AND WITH ENGINEERS OR SCIENTISTS, BY INDUSTRY GROUP (INCLUDING NUMBER OF WORKERS THEY EMPLOY, NUMBER IN TECHNICAL OCCUPATIONS, AND NUMBER WHO ARE ENGINEERS AND SCIENTISTS), (2) NUMBER IN HOURLY-RATED AND IN SALARIED TECHNICAL OCCUPATIONS AND NUMBER EARNING LESS THAN TWO DOLLARS AN HOUR OR \$75 A WEEK, BY OCCUPATIONAL GROUP, (3) NUMBER IN EACH DETAILED TECHNICAL OCCUPATION, BY AREA, (4) NUMBER OF UNION MEMBERS IN EACH DETAILED TECHNICAL OCCUPATION, (5) NUMBER OF VACANCIES REPORTED IN EACH TECHNICAL OCCUPATION, (6) EDUCATION REQUIRED BY EMPLOYERS IN EACH TECHNICAL OCCUPATION GROUP, (7) LICENSES AND TESTS REQUIRED BY EMPLOYERS, BY TECHNICAL OCCUPATION GROUP, AND (8) NUMBER OF ENGINEERS, SCIENTISTS, AND TEACHERS OF ENGINEERING, SCIENCE, AND TECHNOLOGY IN EACH DETAILED OCCUPATION. "TECHNICAL MANPOWER IN NEW YORK STATE," VOLUME I, SUPPLEMENT B, AND VOLUME II (VT 000 576 - 000 579) ARE RELATED DOCUMENTS. (PS)

ED 013 878

VT 000 578

BERMAN, ABRAHAM J. AND OTHERS

TECHNICAL MANPOWER IN NEW YORK STATE. VOLUME I, SUPPLEMENT B, JOB PROJECTIONS IN TECHNICAL OCCUPATIONS.

NEW YORK STATE DEPT. OF LABOR, ALBANY
REPORT NUMBER NYSDEL-SB-239-VOL-1-SUPPL-B

NEW YORK STATE EDUCATION DEPT., ALBANY

PUB DATE DEC 64

EDRS PRICE MF-\$0.25 HC-\$2.20 53P.

DESCRIPTORS *EMPLOYMENT STATISTICS, *EMPLOYMENT TRENDS, *OCCUPATIONAL SURVEYS, *TECHNICAL OCCUPATIONS, EMPLOYMENT OPPORTUNITIES, NEW YORK.

STARTING WITH 1962 FIGURES ON EMPLOYMENT IN TECHNICAL OCCUPATIONS, PROJECTIONS ARE MADE TO 1970 AND 1975 FOR MAJOR GROUPS AND SUBGROUPS ON A STATE-WIDE AND AREA BASES. IT WAS ESTIMATED THAT PRIVATE INDUSTRY AND GOVERNMENT IN NEW YORK STATE WILL PROVIDE A TOTAL OF 193,000 JOBS IN TECHNICAL OCCUPATIONS IN 1970 AND 227,600 IN 1975, COMPARED TO 148,700 IN 1962. THE NUMBER OF JOBS WILL BE UP 30 PERCENT BY 1970 AND 53 PERCENT BY 1975. THE GREATEST GROWTH IS PREDICTED FOR THE BIOLOGICAL, MEDICAL, AND DENTAL GROUP, MORE THAN 80 PERCENT BY 1975. TABULAR DATA INCLUDE (1)

NUMBER OF JOBS IN SELECTED TECHNICAL OCCUPATIONS, ACTUAL 1962 AND PROJECTED 1970 AND 1975, (2) NUMBER OF JOBS IN SELECTED TECHNICAL OCCUPATIONS GROUPS, 1970 AND 1975, AND (3) ESTIMATE OF NET OCCUPATIONAL MOBILITY, BY TECHNICAL OCCUPATIONAL GROUP 1962-1970 AND 1962-1975. "TECHNICAL MANPOWER IN NEW YORK STATE," VOLUME I, SUPPLEMENT A, AND VOLUME II (VT 000 576 - 000 579) ARE RELATED DOCUMENTS. (PS)

ED 013 879 VT 000 579
AMATULLI, ANGELO AND OTHERS
TECHNICAL MANPOWER IN NEW YORK STATE. VOLUME II.

NEW YORK STATE DEPT. OF LABOR, ALBANY

REPORT NUMBER NYS DL-SB-239-VOL-2
NEW YORK STATE EDUCATION DEPT., ALBANY

PUB DATE DEC 64

EDRS PRICE MF-\$1.75 HC-\$18.64 464P.

DESCRIPTORS *EDUCATIONAL NEEDS, *EMPLOYMENT STATISTICS, *OCCUPATIONAL SURVEYS, *TECHNICAL OCCUPATIONS, CERTIFICATION, EDUCATIONAL BACKGROUND, EMPLOYMENT EXPERIENCE, EMPLOYMENT OPPORTUNITIES, EMPLOYMENT QUALIFICATIONS, JOB ANALYSIS, JOB SKILLS, PROFESSIONAL OCCUPATIONS, RECRUITMENT, SUPERVISORS.

THE JOB CONTENT OF THE TECHNICAL OCCUPATIONS AND THE TECHNICAL SKILLS AND SUBJECT MATTER KNOWLEDGES REQUIRED ARE BASED PRIMARILY ON INFORMATION SUPPLIED BY EMPLOYERS FROM 17,414 ESTABLISHMENTS IN NEW YORK STATE. DATA ARE ALSO GIVEN ON GRADE STRUCTURE, EDUCATION AND EXPERIENCE REQUIREMENTS, TESTS AND LICENSES REQUIRED FOR THE JOB, SOURCES OF QUALIFIED WORKERS, AND PROMOTIONAL LINES. THE OCCUPATIONS ARE - (1) DRAFTSMEN, (2) STRUCTURAL DESIGN TECHNICIANS, (3) ELECTRO AND MECHANICAL ENGINEERING TECHNICIANS, (4) MATHEMATICS TECHNICIANS, (5) PHYSICAL SCIENCE TECHNICIANS, (6) BIOLOGICAL, MEDICAL, AND DENTAL TECHNICIANS, (7) INDUSTRIAL ENGINEERING TECHNICIANS, (8) CIVIL ENGINEERING AND CONSTRUCTION TECHNICIANS, (9) SALES AND SERVICE TECHNICIANS, (10) TECHNICAL WRITING AND ILLUSTRATION SPECIALISTS, (11) SAFETY AND SANITATION INSPECTORS, (12) PRODUCT TESTING AND INSPECTION SPECIALISTS, (13) DATA PROCESSING SYSTEMS ANALYSIS AND PROGRAMMING SPECIALISTS, (14) AIRWAY TOWER SPECIALISTS AND FLIGHT DISPATCHERS, AND (15) BROADCASTING, MOTION PICTURE, AND RECORDING STUDIO SPECIALISTS. "TECHNICAL MANPOWER IN NEW YORK STATE," VOLUME I, SUPPLEMENT A AND B (VT 000 576 - 000 578) ARE RELATED DOCUMENTS. (PS)

ED 013 880 VT 000 598
SLEDGE, GEORGE W. AND OTHERS
A DESCRIPTION AND SOURCE LISTING OF PROFESSIONAL INFORMATION IN AGRICULTURAL EDUCATION, 1963-64.

AMERICAN VOCATIONAL ASSN., WASHINGTON, D.C.

PUB DATE 63

EDRS PRICE MF-\$0.25 HC-\$0.84 19P.

DESCRIPTORS *AGRICULTURAL EDUCATION, *BIBLIOGRAPHIES, *INSTRUCTIONAL MATERIALS, ADULT FARMER

EDUCATION, AGRICULTURAL ENGINEERING, ANIMAL SCIENCE, CURRICULUM DEVELOPMENT, CURRICULUM GUIDES, EDUCATIONAL FACILITIES, ENTOMOLOGY, FARM MANAGEMENT, FORESTRY, FUTURE FARMERS OF AMERICA, INSTRUCTIONAL AIDS, OCCUPATIONAL GUIDANCE, PLANT SCIENCE, SUPERVISED FARM PRACTICE, TEACHER EDUCATION.

BRIEF ANNOTATIONS ARE GIVEN FOR MANY OF THE 107 REFERENCES LISTED UNDER THE FOLLOWING CATEGORIES - (1) ADULT EDUCATION, (2) AGRICULTURAL ENGINEERING, (3) ANIMAL SCIENCE, (4) CURRICULUM DEVELOPMENT AND CURRICULUM IN CROPS, ENTOMOLOGY, FARM MANAGEMENT, FARM MECHANICS, AND LIVESTOCK, (5) FARM BUSINESS MANAGEMENT AND MARKETING, (6) FORESTRY, (7) FUTURE FARMERS OF AMERICA, (8) GUIDANCE, (9) PLANT SCIENCE AND SOILS, (10) SUPERVISED PRACTICE, (11) SUPERVISION AND TEACHER EDUCATION, (12) TEACHING AIDS AND MATERIAL, AND (13) FACILITIES FOR DEPARTMENTS. EACH LISTING INCLUDES TITLE, AUTHOR, PUBLISHER, PUBLICATION DATE, PRICE, AND AVAILABILITY. (JM)

ED 013 881 VT 000 604

WARMBROD, J. ROBERT

MANPOWER NEEDS AND EMPLOYMENT OPPORTUNITIES FOR WORKERS NEEDING KNOWLEDGE AND SKILL IN AGRICULTURE. TECHNICAL EDUCATION IN AND FOR RURAL AREAS. REPORT NUMBER 2.

ILLINOIS UNIV., URBANA, COLL. OF EDUCATION

PUB DATE 66

EDRS PRICE MF-\$0.25 HC-\$1.68 40P.

DESCRIPTORS *EMPLOYMENT OPPORTUNITIES, *FARMERS, *OCCUPATIONAL SURVEYS, *OFF FARM AGRICULTURAL OCCUPATIONS, AGRICULTURAL EDUCATION, EDUCATIONAL NEEDS, EMPLOYMENT TRENDS, FARM OCCUPATIONS, ILLINOIS.

THREE TYPES OF FIRMS IN A 14-COUNTY AREA WERE SURVEYED TO DETERMINE THE NUMBER OF WORKERS WITH AGRICULTURAL COMPETENCIES REQUIRED IN THE OFF-FARM AGRICULTURAL OCCUPATIONS AND TO COMPARE EMPLOYMENT OPPORTUNITIES IN FARM AND OFF-FARM AGRICULTURAL OCCUPATIONS. OF 77,868 WORKERS IN 384 FIRMS IN AREAS OF LESS THAN 25,000 POPULATION, 18 PERCENT WERE IN JOB TITLES REQUIRING AGRICULTURAL COMPETENCY. AN INCREASE OF 35 PERCENT IN THE NUMBER OF AGRICULTURAL EMPLOYEES WOULD BE REQUIRED WITHIN 5 YEARS, AND 97 PERCENT WOULD NEED POST-HIGH SCHOOL EDUCATION. EMPLOYMENT OPPORTUNITIES WERE GREATEST IN AGRICULTURAL MACHINERY, LIVESTOCK MARKETING, SEED AND FERTILIZER, FEEDMILL AND ELEVATOR, AND AGRICULTURAL SALES AND SERVICE POSITIONS. OF 2,960 WORKERS IN AGRICULTURAL FIRMS IN AREAS OF OVER 25,000 POPULATION, 75 PERCENT WERE IN JOB TITLES REQUIRING AGRICULTURAL COMPETENCY. AN INCREASE OF 24 PERCENT IN THE NUMBER OF AGRICULTURAL EMPLOYEES WOULD BE REQUIRED WITHIN THE NEXT 5 YEARS WITH THE GREATEST OPPORTUNITIES IN HORTICULTURE, FEEDMILL AND ELEVATOR, AGRICULTURAL MACHINERY AND CONSTRUCTION, AND LIVESTOCK MARKETING JOBS. THERE WERE 22,599 COMMERCIAL FARM OPERATORS AND 6,909 HIRED

FARM WORKERS IN THE 14-COUNTY AREA. IN THE NEXT 5 YEARS, 1,087 FARM OPERATORS WOULD BE NEEDED TO REPLACE OPERATORS OF FARMS WITH MORE THAN \$10,000 GROSS SALES. FOR EACH FARM OPERATOR REPLACEMENT NEEDED, APPROXIMATELY 3.5 WORKERS WITH AGRICULTURAL SKILLS WOULD BE NEEDED IN NONFARM BUSINESS. (JM)

ED 013 882 VT 000 608

PRIOR, FAITH

THE FEMALE SCHOOL DROPOUT, SOME ASPECTS OF HER MARRIAGE AND FAMILY MANAGEMENT.

VERMONT UNIV. AND STATE AGRIC. COLL., BURLINGTON

REPORT NUMBER MISC-PUB-44
PUB DATE JUL 64

EDRS PRICE MF-\$0.25 HC-\$1.72 41P.

DESCRIPTORS *DROPOUTS, *FEMALES, *HOMEMAKING EDUCATION, DROPOUT CHARACTERISTICS, DROPOUT PREVENTION, DROPOUT RESEARCH, EXTENSION EDUCATION, FAMILY MANAGEMENT, HIGH SCHOOLS, MARRIAGE, POTENTIAL DROPOUTS, VERMONT.

THIS STUDY ATTEMPTED TO FIND OUT WHAT THE FEMALE DROPOUT NEEDS TO LEARN TO IMPROVE HER EFFECTIVENESS AS WIFE AND MOTHER AND HOW WELL HOMEMAKING PROGRAMS, IN SCHOOL OR OUT, SUPPLY THIS NEED. OF THE 167 GIRLS WHO LEFT SCHOOL IN BURLINGTON, VERMONT, DURING THE JUNIOR OR SENIOR YEAR FROM JANUARY 1960 TO JUNE 1963, 20 OF THE 40 WHO MARRIED WERE INTERVIEWED. QUESTIONS COVERED PERSONAL DATA, PRESENT MANAGEMENT PRACTICES, PERSONAL RELATIONSHIPS, AND EVALUATION OF EDUCATIONAL EXPERIENCES. SCHOOL RECORDS PROVIDED FACTS ON INTELLIGENCE AND ACHIEVEMENT. THE AVERAGE AGE OF THE WIVES AT MARRIAGE WAS 17.1 YEARS, THAT OF THE HUSBANDS 19.5 YEARS. FIFTY PERCENT WERE PREMARITALLY PREGNANT. THE MEDIAN GRADE LEVEL ACHIEVED BY BOTH HUSBANDS AND WIVES WAS LESS THAN GRADE 9. MOST OF THE COUPLES WERE NOT DOING WELL FINANCIALLY. THE EXTENSION PROGRAM HAD BEEN INEFFECTIVE WITH THIS GROUP. IMPLICATIONS ARE - (1) THE POTENTIAL DROPOUT CAN BE IDENTIFIED AND SHOULD BE PLACED IN A PROGRAM TO FIT HER NEEDS, (2) EXTENSION HOME ECONOMICS PROGRAMS SHOULD MAKE PROVISIONS FOR THIS GROUP, AND (3) PROFESSIONAL HOME ECONOMICS TRAINING SHOULD PROVIDE UNDERSTANDINGS OF THE LOWER SOCIOECONOMIC GROUPS. (MS)

ED 013 883 VT 000 613

WENRICH, RALPH C. HODGES, LEWIS H.

EXPERIMENTAL PROGRAM FOR THE IDENTIFICATION, SELECTION, AND DEVELOPMENT OF PERSONS FOR LEADERSHIP ROLES IN THE ADMINISTRATION AND SUPERVISION OF VOCATIONAL AND TECHNICAL EDUCATION.

MICHIGAN UNIV., ANN ARBOR, SCH. OF EDUCATION

PUB DATE JUN 66

EDRS PRICE MF-\$0.50 HC-\$3.48 86P.

DESCRIPTORS *ADMINISTRATIVE PERSONNEL, *LEADERSHIP TRAINING, *TECHNICAL EDUCATION, *VOCATIONAL EDUCATION, BIBLIOGRAPHIES, INTERNSHIP PROGRAMS, LEADERSHIP, LITERATURE REVIEWS, MICHIGAN, PILOT PROJECTS, PROGRAM DEVELOPMENT, PRO-

GRAM EVALUATION, QUESTIONNAIRES, SUMMER WORKSHOPS.

THE PURPOSE OF THIS PROJECT WAS TO DEVELOP A PROGRAM FOR THE PREPARATION OF PERSONS TO BE EMPLOYED IN LEADERSHIP POSITIONS IN VOCATIONAL AND TECHNICAL EDUCATION. IDENTIFYING AND SELECTING PERSONS IN MICHIGAN WITH LEADERSHIP POTENTIAL AND A BACKGROUND IN VOCATIONAL-TECHNICAL EDUCATION, AND THEN PREPARING THEM TO FUNCTION AS ADMINISTRATORS WERE THE MAJOR PROBLEMS OF THE PILOT PROGRAM. MALE CANDIDATES WERE SELECTED ON THE BASIS OF AGE, WORK EXPERIENCE, TEACHING EXPERIENCE, AND EDUCATION. SCHOOL ADMINISTRATORS SUBMITTED 254 NAMES. OF THE 166 INTERESTED CANDIDATES, 99 MET ALL REQUIREMENTS AND WERE INTERVIEWED AND TESTED. FROM THIS GROUP, 40 CANDIDATES AND 7 ALTERNATES WERE NAMED. A COMBINATION OF MATCHING AND RANDOM METHODS WAS USED TO ESTABLISH GROUPS A AND B. GROUP A ATTENDED AN 8-WEEK SUMMER WORKSHOP AND A 1-YEAR INTERNSHIP WHILE GROUP B PARTICIPATED ONLY IN THE 1-YEAR INTERNSHIP. SOME CONCLUSIONS WERE - (1) ADMINISTRATOR INVOLVEMENT WAS USEFUL DURING INTERNSHIP, (2) MUCH IS YET TO BE LEARNED ABOUT THE VALUE OF STANDARDIZED TESTS FOR SELECTION PURPOSES, AND (3) OTHER STATES ARE VITALLY INTERESTED IN SUCH PROGRAMS. IT WAS RECOMMENDED THAT (1) THE PROGRAM BE CONTINUED, (2) AN EXTENSIVE FOLLOWUP OF PARTICIPANTS BE MADE, (3) THE LONGITUDINAL STUDY BE CONTINUED IN ORDER TO VALIDATE SELECTION CRITERIA, AND (4) FURTHER RESEARCH IN EDUCATIONAL LEADERSHIP BE ENCOURAGED. FURTHER DATA ON PARTICIPANTS AND RECOMMENDATIONS ARE GIVEN IN THE APPENDIX. (EM)

ED 013 884 VT 000 665

KAZANAS, H. D. KIEFT, L. TO DETERMINE MORE EFFECTIVE VOCATIONAL TEACHER CERTIFICATION PROCEDURES IN MICHIGAN BY COMPETENCY EXAMINATIONS. FINAL REPORT OF PHASE I.

EASTERN MICHIGAN UNIV., YPSILANTI

PUB DATE AUG 66

EDRS PRICE MF-\$0.50 HC-\$3.65 90P.

DESCRIPTORS *TEACHER CERTIFICATION, *TEST CONSTRUCTION, *TRADE AND INDUSTRIAL EDUCATION, ADMINISTRATOR ATTITUDES, LITERATURE REVIEWS, MICHIGAN, NATIONAL SURVEYS, QUESTIONNAIRES, STATE PROGRAMS, TESTS, TRADE AND INDUSTRIAL TEACHERS.

THE PURPOSE OF THIS PROJECT WAS TO DETERMINE MORE EFFECTIVE VOCATIONAL TEACHER CERTIFICATION PROCEDURES IN MICHIGAN WITH PARTICULAR EMPHASIS ON THE DEVELOPMENT OF COMPETENCY EXAMINATIONS FOR USE IN CERTIFICATION OF TRADE AND INDUSTRIAL TEACHERS. STATE PLANS FROM 31 STATES WERE REVIEWED. QUESTIONNAIRES TO STATE DIRECTORS COLLECTED INFORMATION AND OPINIONS CONCERNING THE USE OF COMPETENCY EXAMINATIONS IN VARIOUS STATES AND TERRITORIES. ANALYSIS OF THIS DATA AIDED IN THE CONSTRUCTION OF WRITTEN, ORAL, AND PERFORMANCE EXAMINATIONS. SEVERAL TRADE ANALYSES WERE COMBINED FOR EACH TRADE AREA TO DERIVE A COMPREHENSIVE ANALYSIS WHICH WAS THEN REVIEWED

BY THE RESEARCH STAFF AND AN APPROPRIATE TEACHER EDUCATOR. APPROXIMATELY 1,500 TEST ITEMS WERE PREPARED FOR EACH TRADE AREA. THESE WERE SCREENED, EVALUATED, AND DIVIDED INTO 3 FORMS FOR EACH TRADE AREA. EACH FORM CONTAINED ABOUT 300 ITEMS. THE COMMITTEES WHICH EVALUATED THE WRITTEN EXAMS ALSO MADE RECOMMENDATIONS CONCERNING PERFORMANCE TEST CONTENT, AND DEVELOPED A LIST OF EXPERIENCES. IT WAS CONCLUDED - (1) WELL DESIGNED EXAMINATIONS HAVE VALUE IN TEACHER CERTIFICATION, (2) PHASE II WILL DECIDE THEIR USEFULNESS AND VALIDITY, (3) EXAMINATIONS CAN BE EFFECTIVE IN DETERMINING TECHNICAL KNOWLEDGE, INCREASING THE NUMBER OF TEACHERS, INDICATING WEAKNESSES IN THOSE PERSONS WHO FAIL, AND IMPROVING THE QUALITY OF TEACHERS. THE DATA-COLLECTING INSTRUMENT AND LETTERS ARE INCLUDED. (EM)

ED 013 885 VT 000 782
FACTORS CONTRIBUTING TO STUDENT ACHIEVEMENT.

OHIO STATE DEPT. OF EDUCATION, COLUMBUS

OHIO STATE UNIV., COLUMBUS, TRADE AND IND. EDUC.

PUB DATE 64

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *TEACHER CHARACTERISTICS, *TEACHER RATING, *TRADE AND INDUSTRIAL EDUCATION, *TRADE AND INDUSTRIAL TEACHERS, ACADEMIC ACHIEVEMENT, ATTITUDE TESTS, EDUCATIONAL FACILITIES, EDUCATIONAL FINANCE, HIGH SCHOOL STUDENTS, INTEREST TESTS, MOTIVATION, OHIO, PERSONALITY ASSESSMENT, PROGRAM EVALUATION, TEACHER BACKGROUND, TEACHER EDUCATION,

FACTORS WHICH MIGHT CONTRIBUTE SIGNIFICANTLY TOWARD STUDENT ACHIEVEMENT IN SELECTED TRADE AND INDUSTRIAL EDUCATION AREAS WERE EXAMINED - WHAT IS THE BACKGROUND AND PREPARATION OF OHIO'S TEACHER IN TRADE AND INDUSTRIAL EDUCATION, IS THERE ANY RELATIONSHIP BETWEEN THE AMOUNT OF MONEY SPENT PER STUDENT AND QUALITY PROGRAMS, DO LOCAL SUPERVISORS' RATINGS DESCRIBE QUALITY PROGRAMS, WHAT ARE THE BEHAVIOR CHARACTERISTICS OF TRADE AND INDUSTRIAL EDUCATION TEACHERS, WHAT DIFFERENCES EXIST BETWEEN SPECIFIC AREAS OF THE MANY TRADE AND INDUSTRIAL PROGRAMS, AND WHAT FACTORS APPEAR TO BE SIGNIFICANT IN THE QUALITY PROGRAMS. FOUR INSTRUMENTS WERE USED TO ANSWER THESE QUESTIONS. ALL LOCAL SUPERVISORS OR PRINCIPALS OF STATE-APPROVED TRADE AND INDUSTRIAL EDUCATION PROGRAMS IN OHIO WERE SENT A PACKET OF MATERIALS WHICH INCLUDED AN EXPENDITURE ANALYSIS SHEET, TEACHER RATING SHEETS, TEACHER BACKGROUND AND PREPARATION SHEETS, AND THE OPINION, ATTITUDE, AND INTEREST SURVEY FOR EACH TRADE AND INDUSTRIAL EDUCATION TEACHER. RESPONSES WERE RECEIVED FROM 93 PERCENT OF THE SCHOOLS. SOME CONCLUSIONS WERE - (1) THE EXPENDITURE PER STUDENT IN OHIO'S TRADE AND INDUSTRIAL PROGRAMS WAS A SIGNIFICANT CONTRIBUTOR TO STUDENT SUCCESS, (2) TEACHERS OF THE HIGH-ACHIEVING GROUPS DISPLAYED A

HIGHER INTELLECTUAL CONCEPT THAN DID TEACHERS OF THE LOW-ACHIEVING GROUP, (3) TEACHERS' INDUSTRIAL EXPERIENCE IS A SIGNIFICANT POSITIVE FACTOR IN RELATION TO STUDENT ACHIEVEMENT, AND (4) TRADE AND INDUSTRIAL EDUCATION TEACHERS ARE CONSIDERABLY MORE MOTIVATED THAN THE NORMAL POPULATION. IT WAS RECOMMENDED THAT THE IN-DEPTH TRADE AREA EXPERIENCE FOR FUTURE TEACHERS SHOULD BE INCREASED AND THE TRADE AND INDUSTRIAL EDUCATION ACHIEVEMENT TESTS SHOULD BE EXPANDED. THIS DOCUMENT IS AVAILABLE FOR \$1.65 FROM OHIO TRADE AND INDUSTRIAL EDUCATION SERVICE, INSTRUCTIONAL MATERIALS LABORATORY, THE OHIO STATE UNIVERSITY, 1885 NEIL AVENUE, COLUMBUS, OHIO 43210. (SL)

ED 013 886 VT 000 835

A STUDY TO DETERMINE THE NEED AND TYPE OF TRAINING PROGRAM FOR AGRICULTURAL PUBLIC SERVICE TECHNICIANS.

MOUNT SAN ANTONIO COLL., WALNUT, CALIF.

PUB DATE 63

EDRS PRICE MF-\$0.25 HC-\$0.60 13P.

DESCRIPTORS *AGRICULTURAL EDUCATION, *AGRICULTURAL TECHNICIANS, *EDUCATIONAL NEEDS, *EMPLOYMENT OPPORTUNITIES, *TECHNICAL EDUCATION, CALIFORNIA, CURRICULUM, EMPLOYERS, EQUIPMENT, GOVERNMENT (ADMINISTRATIVE BODY), JUNIOR COLLEGES, MT. SAN ANTONIO COLLEGE, OCCUPATIONAL SURVEYS, OPINIONS.

THE OBJECTIVE WAS TO STUDY AGRICULTURAL PUBLIC SERVICE TECHNICIANS IN THE STATE TO DETERMINE (1) THE NUMBER EMPLOYED BY FEDERAL, STATE, AND LOCAL AGENCIES, (2) EXISTING SHORTAGES, (3) THE TYPE OF TRAINING NEEDED, (4) DESIRABILITY OF TRAINING PROGRAM AT MT. SAN ANTONIO COLLEGE, (5) EQUIPMENT AND PROGRAMS NEEDED, AND (6) EQUIPMENT NEEDED IN A PROPOSED BUILDING. INFORMATION WAS GATHERED BY INTERVIEWS AND MEETINGS WITH FEDERAL, STATE, AND LOCAL AGENCY DEPARTMENT HEADS AND EMPLOYED TECHNICIANS. OVER 51 DIFFERENT KINDS OF JOBS EXISTED FOR TECHNICIANS WITH 2 YEARS OF TRAINING. OVER 400 PERSONS WERE EMPLOYED IN THESE JOBS. EMPLOYERS RECOMMENDED INSTRUCTION IN FERTILIZERS, PESTICIDES, INSECTICIDES, CHEMISTRY, STANDARDIZATION, VERTEBRATE PESTS, SOILS, BOTANY, WEEDS, TRUCK CROPS, AND AGRONOMY. IN ADDITION TO COURSES SUCH AS ENGLISH, HISTORY, AND MATHEMATICS, THE EMPLOYERS STRESSED HUMAN RELATIONS. NEED WAS INDICATED FOR BASIC TECHNICIAN PROGRAMS ORIENTED TOWARD ANIMAL SCIENCE, PLANT SCIENCE, AND AGRICULTURAL ENGINEERING. (JM)

ED 013 887 VT 000 851

TRENDS IN EDUCATIONAL ATTAINMENT OF WOMEN.

WOMENS BUREAU, WASHINGTON, D.C. (DEPT. OF LABOR)

PUB DATE JUN 67

EDRS PRICE MF-\$0.25 HC-\$0.96 22P.

DESCRIPTORS *ACADEMIC ACHIEVEMENT, *EMPLOYMENT, *FEMALES, COLLEGE ATTENDANCE, DEGREES (TITLES),

EMPLOYMENT STATISTICS, HIGH SCHOOL GRADUATES, SEX (CHARACTERISTICS), STATISTICAL DATA.

SINCE 1900 THERE HAS BEEN A STEADY GROWTH, WITH THE EXCEPTION OF A SLIGHT DECLINE BETWEEN 1940 AND 1950, IN THE NUMBER OF GIRLS GRADUATING FROM HIGH SCHOOL - 57,000 IN 1900, 367,000 IN 1930, AND 1.3 MILLION IN 1965. THE NUMBER OF WOMEN FIRST-TIME ENROLLEES IN COLLEGE WAS 32 PERCENT OF THE NUMBER OF WOMEN HIGH SCHOOL GRADUATES IN 1948, 40 PERCENT IN 1958, AND 46 PERCENT IN 1965. THE NUMBER OF WOMEN EARNING BACHELOR'S AND FIRST PROFESSIONAL DEGREES INCREASED FROM 5,000 IN 1900 TO 49,000 IN 1930, AND TO 219,000 IN 1965. WOMEN EARNED ABOUT 20 PERCENT OF THE TOTAL FIRST-LEVEL DEGREES IN 1900 AND 1910, AND ABOUT 40 PERCENT IN 1930 AND 1940, 24 PERCENT IN 1950, AND 41 PERCENT IN 1965. THE NUMBER OF WOMEN EARNING MASTER'S AND OTHER SECOND-LEVEL DEGREES WAS 300 IN 1900, 6,000 IN 1930, AND 36,000 IN 1965. THE NUMBER OF WOMEN EARNING DOCTOR'S DEGREES WAS 23 IN 1900, 353 IN 1930, AND 1,775 IN 1965. THERE IS A DIRECT RELATIONSHIP BETWEEN THE INCREASED EDUCATIONAL ATTAINMENT OF WOMEN AND THEIR INCREASED LABOR FORCE PARTICIPATION. (FS)

ED 013 888

VT 000 855

MILLER, AARON J.
RESEARCH AND DEVELOPMENT PRIORITIES IN TECHNICAL EDUCATION, A REPORT OF A NATIONAL RESEARCH PLANNING CONFERENCE IN TECHNICAL EDUCATION (THE OHIO STATE UNIVERSITY, JANUARY 10-11, 1967).

OHIO STATE UNIV., COLUMBUS, CENTER FOR VOC. EDUC.
PUB DATE MAY 67

EDRS PRICE MF-\$0.25 HC-\$1.64 39P.

DESCRIPTORS *EDUCATIONAL RESEARCH, *RESEARCH NEEDS, *TECHNICAL EDUCATION, *TECHNICAL OCCUPATIONS, CONFERENCES, EDUCATIONAL PROBLEMS.

A SELECT GROUP OF PARTICIPANTS REPRESENTING NATIONAL LEADERSHIP IN BUSINESS, INDUSTRY, RESEARCH, GOVERNMENT, AND EDUCATION MET TO IDENTIFY SOME OF THE MOST OBVIOUS NEW EMERGING TECHNICAL OCCUPATIONS WHICH MIGHT REQUIRE RESEARCH AND DEVELOPMENT EFFORTS AND SOME OF THE MOST PRESSING RESEARCHABLE PROBLEM AREAS IN TECHNICAL EDUCATION. THE NEW OR EMERGING TECHNICAL OCCUPATIONS IDENTIFIED WERE PROGRAMING TECHNICIAN, SYSTEMS ANALYST TECHNICIAN, EDUCATIONAL TECHNICIAN, ANIMAL HEALTH TECHNICIAN, AND ADMINISTRATIVE SCIENCE TECHNICIAN. THE PROBLEM AREAS IDENTIFIED AS CRITICAL WERE LEADERSHIP DEVELOPMENT, WAYS OF KEEPING TECHNICAL TEACHERS UPDATED IN THEIR FIELDS, DEVELOPMENT OF BETTER COMMUNICATIONS WITH EMPLOYERS, RECRUITMENT AND PREPARATION OF TECHNICAL TEACHERS, OPTIMUM INTRA-INSTITUTIONAL ORGANIZATIONAL AND ADMINISTRATIVE STRUCTURE FOR TECHNICAL EDUCATION, DEFINITION OF THE ROLE OF THE TECHNICAL CURRICULUM IN THE HIGH SCHOOL, AND STUDENT SELECTION FOR THE HEALTH RELATED TECHNOLOGIES. POSSIBLE APPROACHES TO EACH PROBLEM WERE SUGGESTED. (PS)

ED 013 889

VT 000 909

KNEELAND, NATALIE AND OTHERS
DISTRIBUTIVE EDUCATION FOR ADULTS. GUIDE FOR PART-TIME INSTRUCTORS. DISTRIBUTIVE EDUCATION SERIES, NUMBER 21.

OFFICE OF EDUCATION, WASHINGTON, D.C.

REPORT NUMBER OE-82003

PUB DATE 60

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *ADULT VOCATIONAL EDUCATION, *DISTRIBUTIVE EDUCATION, *PART TIME TEACHERS, *TEACHING GUIDES, TEACHING TECHNIQUES.

MATERIAL IN THIS BULLETIN WAS COLLECTED FROM MANY STATES OPERATING SUCCESSFUL ADULT DISTRIBUTIVE EDUCATION PROGRAMS. IT WAS DEVELOPED BY A TRAINING CONSULTANT WITH THE ASSISTANCE OF PROGRAM SPECIALISTS FOR DISTRIBUTIVE EDUCATION IN THE U.S. OFFICE OF EDUCATION. SUGGESTIONS TO ASSIST THE PART-TIME INSTRUCTOR INCLUDE - (1) LEARNING ABOUT THE JOB, CLASS MEMBERS, AND STEPS IN TEACHING, (2) PLANNING WHAT AND HOW TO TEACH, (3) SELECTING AND USING VISUAL AIDS, (4) MAKING A TEACHING PLAN, (5) HOLDING THE FIRST CLASS MEETING, (6) QUESTIONING AND HANDLING CLASS RESPONSE, (7) HOLDING THE CLOSING MEETING, AND (8) EVALUATING TRAINING PERFORMANCE. THIS DOCUMENT IS AVAILABLE AS GPO NUMBER FS 5.282-82003 FOR 15 CENTS FROM SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402. (PS)

ED 013 890

VT 000 990

WIGGS, J.T. AND OTHERS

FERTILIZER SALES AND SERVICEMAN. TEACHERS COPY.

TEXAS A AND M UNIV., COLLEGE STATION TEXAS EDUCATION AGENCY, AUSTIN

PUB DATE 66

EDRS PRICE MF-\$1.00 HC NOT AVAILABLE FROM EDRS. 222P.

DESCRIPTORS *AGRICULTURAL SUPPLY OCCUPATIONS, *FERTILIZERS, *STUDY GUIDES, *VOCATIONAL AGRICULTURE, ANSWER KEYS, BIBLIOGRAPHIES, COOPERATIVE EDUCATION, TESTS.

THE PURPOSE OF THIS DOCUMENT IS TO PROVIDE A STUDY GUIDE FOR STUDENTS PREPARING TO BE FERTILIZER SALES AND SERVICEMEN IN A COOPERATIVE EDUCATION PROGRAM. IT WAS DESIGNED BY SUBJECT MATTER SPECIALISTS ON THE BASIS OF RECOMMENDATIONS BY A STATE ADVISORY COMMITTEE, TESTED IN OPERATIONAL PROGRAMS, AND REFINED BY A VOCATIONAL AGRICULTURE TEACHER. UNITS INCLUDED IN THE COURSE ARE - (1) AGRICULTURAL SALESMANSHIP, (2) BUSINESS ORGANIZATION AND FUNCTION, (3) BUSINESS PROCEDURES, (4) FERTILIZER, (5) SOILS AND SOIL PROBLEMS, (6) FERTILIZER NUTRIENT SOURCES, (7) PLANT FOOD ELEMENT FUNCTIONS, (8) FERTILIZER USE PRINCIPLES, (9) FERTILIZER APPLICATION METHODS, AND (10) REGULATIONS AND CONTROL. MATERIALS IN EACH UNIT INCLUDE INFORMATION SHEETS, ASSIGNMENT SHEETS, ASSIGNMENT ANSWER SHEETS, TOPIC TESTS, AND TEST ANSWER SHEETS. THE MATERIAL MAY BE APPROPRIATELY USED IN A VOCATIONAL AGRICULTURE COOPERATIVE EDUCATION PROGRAM FOR STUDENT READING AND AS A GUIDE TO STUDY.

STUDENTS SHOULD BE EMPLOYED PART-TIME IN FERTILIZER SALES AND SERVICE, MALE OR FEMALE, AND 16 TO 20 YEARS OLD. THE COURSE WOULD REQUIRE 175 PERIODS OF 50 MINUTES EACH. THE PRINTED DOCUMENT IS LOOSELEAF. THIS DOCUMENT IS AVAILABLE IN LIMITED NUMBERS FOR \$2.50 EACH FROM THE AGRICULTURAL EDUCATION TEACHING MATERIALS CENTER, TEXAS AGRICULTURAL AND MECHANICAL UNIVERSITY, COLLEGE STATION, TEXAS 77843. (JM)

ED 013 891

VT 001 132

FITTS, JAMES JOHNSON, JOHNNY
PARKS AND LANDSCAPE EMPLOYEE. TEACHERS COPY.

TEXAS A AND M UNIV., COLLEGE STATION TEXAS EDUCATION AGENCY, AUSTIN

PUB DATE 66

EDRS PRICE MF-\$1.50 HC NOT AVAILABLE FROM EDRS. 362P.

DESCRIPTORS *COOPERATIVE EDUCATION, *LANDSCAPING, *ORNAMENTAL HORTICULTURE, *STUDY GUIDES, *VOCATIONAL AGRICULTURE, ANSWER KEYS, TESTS.

THE PURPOSE OF THIS DOCUMENT IS TO PROVIDE VOCATIONAL AGRICULTURE COOPERATIVE EDUCATION STUDENTS PREPARING FOR EMPLOYMENT IN THE PARK AND LANDSCAPING FIELD WITH READING MATERIAL AND A GUIDE FOR STUDY. THE MATERIAL WAS DESIGNED BY SUBJECT MATTER SPECIALISTS ON THE BASIS OF STATE ADVISORY COMMITTEE RECOMMENDATIONS. THE MATERIAL WAS TESTED IN OPERATIONAL PROGRAMS AND REFINED BY TWO TEACHERS. UNITS INCLUDED IN THE COURSE ARE - (1) INTRODUCTION TO HORTICULTURE, (2) PLANT GROWING MEDIA, (3) PLANT GROWTH AND CLASSIFICATION, (4) PLANT PROPAGATION, (5) NURSERY PLANT PRODUCTION, (6) FLORAL CROP PRODUCTION, (7) ESTABLISHING AND CARING FOR LAWNS, (8) CONTROLLING PLANT INSECTS, DISEASES, AND OTHER PESTS, (9) OPERATING AND MAINTAINING HORTICULTURAL EQUIPMENT, (10) DEVELOPING AND MAINTAINING THE LANDSCAPE. MATERIALS FOR EACH UNIT INCLUDE INFORMATION SHEETS, ASSIGNMENT SHEETS, ASSIGNMENT ANSWER SHEETS, TOPICAL TESTS, AND TEST ANSWER SHEETS. THE COURSE IS DESIGNED FOR 175 PERIODS OF 50 MINUTES EACH. STUDENTS MAY BE MALE OR FEMALE, 16 TO 20 YEARS OF AGE, AND SHOULD BE EMPLOYED. TEXTBOOKS, BULLETINS, AND COMMERCIAL DATA ARE RECOMMENDED FOR USE WITH THE STUDY GUIDE. THE DOCUMENT IS PRINTED AND LOOSELEAF. THIS DOCUMENT IS AVAILABLE IN LIMITED NUMBERS FOR \$4.50 EACH FROM THE AGRICULTURAL EDUCATION TEACHING MATERIALS CENTER, TEXAS AGRICULTURAL AND MECHANICAL UNIVERSITY, COLLEGE STATION, TEXAS 77843. (JM)

ED 013 892

VT 001 140

VENABLE, BENNY MAC HILL, DURWIN
AGRICULTURAL MACHINERY-POWER. TEACHERS COPY.

TEXAS A AND M UNIV., COLLEGE STATION TEXAS EDUCATION AGENCY, AUSTIN

PUB DATE 66

EDRS PRICE MF-\$1.25 HC NOT AVAILABLE FROM EDRS. 327P.

DESCRIPTORS *AGRICULTURAL MACHINERY, *AGRICULTURAL MACHINERY

THE PURPOSE OF THIS DOCUMENT IS TO PROVIDE A STUDY GUIDE FOR STUDENTS PREPARING TO BE FERTILIZER SALES AND SERVICEMEN IN A COOPERATIVE EDUCATION PROGRAM. IT WAS DESIGNED BY SUBJECT MATTER SPECIALISTS ON THE BASIS OF RECOMMENDATIONS BY A STATE ADVISORY COMMITTEE, TESTED IN OPERATIONAL PROGRAMS, AND REFINED BY A VOCATIONAL AGRICULTURE TEACHER. UNITS INCLUDED IN THE COURSE ARE - (1) AGRICULTURAL SALESMANSHIP, (2) BUSINESS ORGANIZATION AND FUNCTION, (3) BUSINESS PROCEDURES, (4) FERTILIZER, (5) SOILS AND SOIL PROBLEMS, (6) FERTILIZER NUTRIENT SOURCES, (7) PLANT FOOD ELEMENT FUNCTIONS, (8) FERTILIZER USE PRINCIPLES, (9) FERTILIZER APPLICATION METHODS, AND (10) REGULATIONS AND CONTROL. MATERIALS IN EACH UNIT INCLUDE INFORMATION SHEETS, ASSIGNMENT SHEETS, ASSIGNMENT ANSWER SHEETS, TOPIC TESTS, AND TEST ANSWER SHEETS. THE MATERIAL MAY BE APPROPRIATELY USED IN A VOCATIONAL AGRICULTURE COOPERATIVE EDUCATION PROGRAM FOR STUDENT READING AND AS A GUIDE TO STUDY.

ED 013 893

VT 001 140

VENABLE, BENNY MAC HILL, DURWIN
AGRICULTURAL MACHINERY-POWER. TEACHERS COPY.

TEXAS A AND M UNIV., COLLEGE STATION TEXAS EDUCATION AGENCY, AUSTIN

PUB DATE 66

EDRS PRICE MF-\$1.25 HC NOT AVAILABLE FROM EDRS. 327P.

DESCRIPTORS *AGRICULTURAL MACHINERY, *AGRICULTURAL MACHINERY

OCCUPATIONS, *COOPERATIVE EDUCATION, *STUDY GUIDES, *VOCATIONAL AGRICULTURE, ANSWER KEYS, TESTS.

THE PURPOSE OF THIS DOCUMENT IS TO PROVIDE A STUDY GUIDE FOR STUDENTS PREPARING FOR AGRICULTURAL MACHINERY OCCUPATIONS IN A VOCATIONAL AGRICULTURE COOPERATIVE EDUCATION PROGRAM. THE MATERIAL WAS DESIGNED BY SUBJECT MATTER SPECIALISTS ON THE BASIS OF STATE ADVISORY COMMITTEE RECOMMENDATIONS, TRIED IN OPERATIONAL PROGRAMS, AND REFINED BY A TEACHER. TOPICAL UNITS IN THE COURSE INCLUDE - (1) INTRODUCTION, (2) INTERNAL COMBUSTION ENGINES, (3) LUBRICANTS AND LUBRICATING SYSTEMS, (4) FUEL SYSTEMS, (5) COOLING SYSTEMS, (6) ELECTRICAL SYSTEMS, AND (7) HYDRAULICS. UNIT MATERIALS INCLUDE INFORMATION SHEETS, ASSIGNMENT SHEETS, ASSIGNMENT ANSWER SHEETS, TOPIC TESTS, AND TOPIC TEST ANSWERS. THE MATERIAL IS SUITABLE FOR READING AND AS A GUIDE TO STUDY FOR STUDENTS WHO ARE EMPLOYED, MALE OR FEMALE, AND 16 TO 20 YEARS OLD. THE COURSE REQUIRES 175 PERIODS OF 50 MINUTES. OTHER TEXTBOOKS, BULLETINS, AND COMMERCIAL DATA ARE NECESSARY AND ARE SPECIFICALLY RECOMMENDED ON THE ASSIGNMENT SHEETS. THE DOCUMENT IS IN PRINTED AND LOOSELEAF FORM. THIS DOCUMENT IS AVAILABLE IN LIMITED NUMBERS FOR \$4.00 EACH FROM AGRICULTURAL EDUCATION TEACHING MATERIALS CENTER, TEXAS AGRICULTURAL AND MECHANICAL UNIVERSITY, COLLEGE STATION, TEXAS 77843. (JM)

ED 013 893

VT 001 195

WIGGS, J.T.

FEED SALES AND SERVICEMAN. TEACHERS COPY.

TEXAS A AND M UNIV., COLLEGE STATION
TEXAS EDUCATION AGENCY, AUSTIN

PUB DATE 66

EDRS PRICE MF-\$0.75 HC NOT AVAILABLE
FROM EDRS. 186P.

DESCRIPTORS *AGRICULTURAL SUPPLY OCCUPATIONS, *COOPERATIVE EDUCATION, *FEED INDUSTRY, *STUDY GUIDES, *VOCATIONAL AGRICULTURE, ANSWER KEYS, BIBLIOGRAPHIES, OCCUPATIONS, TESTS.

THE PURPOSE OF THIS DOCUMENT IS TO PROVIDE A GUIDE TO STUDY FOR VOCATIONAL AGRICULTURE COOPERATIVE EDUCATION STUDENTS PREPARING FOR EMPLOYMENT IN FEED SALES AND SERVICE. THE MATERIAL WAS DESIGNED BY SUBJECT MATTER SPECIALISTS ON THE BASIS OF STATE ADVISORY COMMITTEE RECOMMENDATIONS, TESTED IN OPERATIONAL PROGRAMS, AND REFINED. UNITS IN THE COURSE ARE - (1) AGRICULTURAL SALESMANSHIP, (2) FEED BUSINESS ORGANIZATION AND FUNCTION, (3) BUSINESS PROCEDURES, (4) SERVICE FUNCTIONS, (5) REGULATIONS, (6) RATION FORMULATION, (7) FEED PREPARATION, AND (8) RELATED AGRICULTURAL SUPPLIES AND SERVICE. THE COURSE IS DESIGNED FOR 175 PERIODS OF 50 MINUTES, FOR MALE AND FEMALE STUDENTS, 16 TO 20 YEARS OF AGE, WHO ARE EMPLOYED PART-TIME IN THE INDUSTRY. SUPPLEMENTAL TEXTBOOKS, BULLETINS, AND COMMERCIAL DATA ARE NECESSARY, AND LISTS ARE PROVIDED IN THE DOCUMENT. THE PRINTED DOCUMENT IS LOOSELEAF. THIS DOCUMENT IS AVAILABLE IN LIMITED NUMBERS FOR

\$2.50 EACH FROM AGRICULTURAL EDUCATION TEACHING MATERIALS CENTER, TEXAS AGRICULTURAL AND MECHANICAL UNIVERSITY, COLLEGE STATION, TEXAS 77843. (JM)

ED 013 894

VT 001 214

HALTERMAN, JERRY AND OTHERS

AGRICULTURAL CHEMICALS TECHNOLOGY, A SUGGESTED TWO-YEAR POST HIGH SCHOOL CURRICULUM AND COURSE OUTLINES.

OHIO STATE UNIV., COLUMBUS, CENTER FOR VOC. EDUC.

PUB DATE DEC 65

EDRS PRICE MF-\$0.75 HC-\$6.04 149P.

DESCRIPTORS *AGRICULTURAL CHEMICAL OCCUPATIONS, *AGRICULTURAL EDUCATION, *AGRICULTURAL TECHNICIANS, *CURRICULUM GUIDES, BIBLIOGRAPHIES, CURRICULUM, POST SECONDARY EDUCATION.

DATA REVEALED BY STUDIES OF AGRICULTURAL BUSINESS TRAINING NEEDS CONDUCTED IN SEVERAL STATES PROMPTED THE DESIGN OF AN INSTRUCTIONAL MATERIALS SERIES TO ASSIST STATE AND LOCAL VOCATIONAL EDUCATION LEADERS IN DEVELOPING PROGRAMS TO PREPARE YOUTH AND ADULTS FOR EMPLOYMENT AND ADVANCEMENT IN OFF-FARM AGRICULTURAL OCCUPATIONS. THIS DOCUMENT, THE INTRODUCTION TO THE SERIES ON AGRICULTURAL CHEMICALS, WAS DEVELOPED BY A TASK FORCE OF SPECIALISTS TO ASSIST IN THE DEVELOPMENT OF A 2-YEAR POST-SECONDARY CURRICULUM FOR PREPARING TECHNICIANS TO SERVE AS AGRICULTURAL CHEMICAL PRODUCT SALESMEN AND SERVICEMEN, EQUIPMENT SALESMEN AND SERVICEMEN, PRODUCTION AND CONTROL TECHNICIANS, TECHNICIANS, SPECIALISTS, APPLICATORS, AND FARM MANAGEMENT CONSULTANTS. IT INCLUDES AN INTRODUCTORY STATEMENT, A DESCRIPTION OF THE NATURE OF THE PROGRAM, AN OVERVIEW OF THE CURRICULUM, AND A SUGGESTED CURRICULUM. COURSES ARE CLASSIFIED AS GENERAL, SUPPORTING TECHNICAL, AND TECHNICAL SPECIALTY. OUTLINES ARE INCLUDED FOR THREE COURSES IN COMMUNICATIONS, FOUR IN CHEMISTRY, TWO IN MECHANICS, SEVEN IN AGRICULTURAL BUSINESS, THREE IN BIOLOGICAL SCIENCES, SEVEN IN AGRICULTURAL SCIENCE AND PRODUCTION, AND TWO IN PERSONAL DEVELOPMENT. STUDY GUIDES IN EIGHT TECHNICAL SPECIALTY COURSES ARE PRESENTED AS SUBSEQUENT UNITS IN THE SERIES. A 96-ITEM BIBLIOGRAPHY IS INCLUDED. TWELVE GUIDELINES FOR THE DEVELOPMENT OF TRAINING PROGRAMS FOR AGRICULTURAL TECHNICIANS ARE OUTLINED, AND EDUCATIONAL NEEDS FOR AGRICULTURAL TECHNICIANS AND AGRICULTURAL CHEMICALS TECHNICIANS ARE LISTED. THIS DOCUMENT IS AVAILABLE FOR A LIMITED PERIOD FOR \$6.75 PER SET (VT 001 214 - 001 222) FROM THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION, THE OHIO STATE UNIVERSITY, 980 KINNEN ROAD, COLUMBUS, OHIO 43212. (JM)

ED 013 895

VT 001 215

THE USE OF CHEMICALS AS FERTILIZERS. AGRICULTURAL CHEMICALS TECHNOLOGY, NUMBER 1.

OHIO STATE UNIV., COLUMBUS, CENTER FOR VOC. EDUC.

PUB DATE DEC 65

EDRS PRICE MF-\$0.50 HC NOT AVAILABLE
FROM EDRS. 126P.

DESCRIPTORS *AGRICULTURAL CHEMICAL OCCUPATIONS, *AGRICULTURAL EDUCATION, *FERTILIZERS, *TEACHING GUIDES, BIBLIOGRAPHIES, POST SECONDARY EDUCATION, UNITS OF STUDY (SUBJECT FIELDS).

THE PURPOSE OF THIS GUIDE IS TO ASSIST TEACHERS IN PREPARING POST-SECONDARY STUDENTS FOR AGRICULTURAL CHEMICAL OCCUPATIONS. ONE OF A SERIES OF EIGHT MODULES, IT WAS DEVELOPED BY A NATIONAL TASK FORCE ON THE BASIS OF DATA FROM STATE STUDIES. SUBJECT MATTER AREAS ARE (1) CHEMICAL NUTRITION OF PLANTS, (2) PLANT GROWTH, (3) TERMINOLOGY, INTERPRETATION, AND CALCULATION, (4) NUTRIENT CLASSIFICATION, FUNCTION, AND DEFICIENCY, (5) CHEMICAL SELECTION AND RECOMMENDATION, (6) PLANT AND SOIL DIAGNOSIS AND FIELD TRIAL ANALYSIS, (7) FERTILIZER APPLICATION AND PLACEMENT, (8) APPROVED FERTILIZER PRACTICES AND RECOMMENDATIONS, AND (9) LAWFUL AND SAFE FERTILIZER HANDLING, TRANSPORT, AND STORAGE. EACH SECTION INCLUDES SUBJECT MATTER CONTENT, TEACHING-LEARNING ACTIVITY, INSTRUCTIONAL MATERIALS, REFERENCES, AND SUGGESTIONS FOR OCCUPATIONAL EXPERIENCES. A GLOSSARY OF TERMS, A LIST OF SELECTED REFERENCES, AND A GUIDE FOR SPECIFIC DEMONSTRATIONS AND USE OF VISUAL AIDS ARE INCLUDED. THE MATERIAL IS DESIGNED FOR 24 HOURS OF CLASS INSTRUCTION, 36 HOURS OF LABORATORY EXPERIENCE, AND 60 HOURS OF OCCUPATIONAL EXPERIENCE. TEACHERS SHOULD HAVE AN AGRICULTURAL CHEMICAL BACKGROUND AND STUDENTS AN OCCUPATIONAL GOAL IN THE INDUSTRY, APTITUDE IN CHEMISTRY, AND POST-HIGH SCHOOL STATUS. THIS DOCUMENT IS AVAILABLE FOR A LIMITED PERIOD FOR \$6.75 PER SET (VT 001 214 - 001 222) FROM THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION, THE OHIO STATE UNIVERSITY, 980 KINNEN ROAD, COLUMBUS, OHIO 43212. (JM)

ED 013 896

VT 001 216

THE USE OF CHEMICALS AS INSECTICIDES-PLANTS. AGRICULTURAL CHEMICALS TECHNOLOGY, NUMBER 2.

OHIO STATE UNIV., COLUMBUS, CENTER FOR VOC. EDUC.

PUB DATE DEC 65

EDRS PRICE MF-\$0.50 HC NOT AVAILABLE
FROM EDRS. 74P.

DESCRIPTORS *AGRICULTURAL CHEMICAL OCCUPATIONS, *AGRICULTURAL EDUCATION, *INSECTICIDES, *TEACHING GUIDES, BIBLIOGRAPHIES, ENTOMOLOGY, POST SECONDARY EDUCATION, UNITS OF STUDY (SUBJECT FIELDS).

THIS GUIDE IS ONE OF A SERIES DESIGNED TO PROVIDE GROUP INSTRUCTION AND INDIVIDUAL OCCUPATIONAL EXPERIENCE FOR POST-SECONDARY STUDENTS PREPARING FOR EMPLOYMENT AS AGRICULTURAL CHEMICAL TECHNICIANS. IT WAS DEVELOPED BY A NATIONAL TASK FORCE ON THE BASIS OF STATE STUDY DATA. THE OBJECTIVES ARE TO DEVELOP (1) INTEREST, APPRECIATION, AND UNDERSTANDING OF CHEMICAL USE IN INSECT AND PEST CONTROL, (2)

ABILITY TO COMMUNICATE, STUDY, COMPUTE, AND MEASURE IN THE FIELD, (3) ABILITY TO RECOGNIZE AND IDENTIFY INSECTS, PESTS, AND DAMAGE SYMPTOMS, (4) KNOWLEDGE OF CHEMICALS, (5) KNOWLEDGE OF PRINCIPLES AND CONCEPTS UNDERLYING CHEMICAL USE, AND (6) KNOWLEDGE AND SKILL IN LAWFUL AND SAFE HANDLING OF CHEMICALS. SUGGESTIONS FOR INTRODUCING THE COURSE ARE GIVEN. EACH MAJOR UNIT INCLUDES OBJECTIVES, TEACHER PREPARATION, TEACHING-LEARNING ACTIVITIES, INSTRUCTIONAL MATERIALS AND REFERENCES, AND, IN SOME CASES, EVALUATIVE CRITERIA IN THE FORM OF SPECIFIC STUDENT PERFORMANCES. THE MODULE IS DESIGNED FOR 24 HOURS OF CLASS INSTRUCTION, 36 HOURS OF LABORATORY EXPERIENCE, AND 120 HOURS OF OCCUPATIONAL EXPERIENCE. TEACHERS SHOULD HAVE A BACKGROUND, AND STUDENTS AN OCCUPATIONAL GOAL, IN AGRICULTURAL CHEMICALS. THIS DOCUMENT IS AVAILABLE FOR A LIMITED PERIOD FOR \$6.75 PER SET (VT 001 214 - 001 222) FROM THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION, THE OHIO STATE UNIVERSITY, 980 KINNEN ROAD, COLUMBUS, OHIO 43212. (JM)

ED 013 897 VT 001 217
THE USE OF CHEMICALS AS SOIL ADDITIVES. AGRICULTURAL CHEMICALS TECHNOLOGY, NUMBER 3.
OHIO STATE UNIV., COLUMBUS, CENTER FOR VOC. EDUC.
PUB DATE DEC 65
EDRS PRICE MF-\$6.50 HC NOT AVAILABLE FROM EDRS. 58P.

DESCRIPTORS *AGRICULTURAL CHEMICAL OCCUPATIONS, *AGRICULTURAL EDUCATION, *SOIL SCIENCE, *TEACHING GUIDES, BIBLIOGRAPHIES, POST SECONDARY EDUCATION, UNITS OF STUDY (SUBJECT FIELDS).

THE PURPOSE OF THIS GUIDE IS TO ASSIST TEACHERS IN PREPARING POST-SECONDARY STUDENTS FOR AGRICULTURAL CHEMICAL OCCUPATIONS. IT IS ONE OF A SERIES OF MODULES DEVELOPED BY A NATIONAL TASK FORCE ON THE BASIS OF STATE STUDY DATA. SECTIONS ARE (1) PHYSICAL AND CHEMICAL ALTERATION OF SOIL WITH CHEMICAL ADDITIVES, (2) TERMINOLOGY AND COMPUTATIONS, (3) LAWS, REGULATIONS, AND CONTROLS, (4) SOIL STRUCTURE AND COMPOSITION, (5) CHEMICALS AS SOIL ADDITIVES, AND (6) SOIL ADDITIVE PRINCIPLES AND CONCEPTS. IN ADDITION TO SUGGESTIONS FOR INTRODUCING THE MODULE, OBJECTIVES, SUBJECT MATTER CONTENT, TEACHING-LEARNING ACTIVITIES, AND INSTRUCTIONAL MATERIALS AND REFERENCES ARE SUGGESTED FOR EACH SECTION. TEACHERS NEED A BACKGROUND IN AGRICULTURAL CHEMICALS, AND STUDENTS SHOULD HAVE POST-HIGH SCHOOL STATUS, AN APTITUDE IN CHEMISTRY, AND AN OCCUPATIONAL GOAL IN AGRICULTURAL CHEMICALS. THE MATERIAL IS DESIGNED FOR 12 HOURS OF CLASS INSTRUCTION, 36 HOURS OF LABORATORY EXPERIENCE, AND 60 HOURS OF OCCUPATIONAL EXPERIENCE. THIS DOCUMENT IS AVAILABLE FOR A LIMITED PERIOD FOR \$6.75 PER SET (VT 001 214 - 001 222) FROM THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION, THE OHIO STATE UNIVERSITY, 980 KINNEN ROAD, COLUMBUS, OHIO 43212. (JM)

ED 013 898 VT 001 218
THE USE OF CHEMICALS AS FUNGICIDES, BACTERICIDES AND NEMATOCIDES. AGRICULTURAL CHEMICALS TECHNOLOGY, NUMBER 4.
OHIO STATE UNIV., COLUMBUS, CENTER FOR VOC. EDUC.
PUB DATE DEC 65
EDRS PRICE MF-\$6.25 HC NOT AVAILABLE FROM EDRS. 55P.

DESCRIPTORS *AGRICULTURAL CHEMICAL OCCUPATIONS, *AGRICULTURAL EDUCATION, *PLANT PATHOLOGY, *TEACHING GUIDES, BIBLIOGRAPHIES, POST SECONDARY EDUCATION, UNITS OF STUDY (SUBJECT FIELDS).

THE PURPOSE OF THIS GUIDE IS TO ASSIST TEACHERS IN PREPARING POST-SECONDARY EDUCATION STUDENTS FOR AGRICULTURAL CHEMICAL OCCUPATIONS. ONE OF A SERIES FOR THESE OCCUPATIONS, THIS MODULE WAS DEVELOPED BY A NATIONAL TASK FORCE ON THE BASIS OF DATA FROM STATE STUDIES. SECTIONS ARE (1) PLANT DISEASE AND NEMATODE PREVENTION, CONTROL, OR ERADICATION WITH CHEMICALS, (2) TERMINOLOGY AND COMPUTATIONS, (3) PATHOLOGICAL AGENT AND NEMATODE IDENTIFICATION, (4) FUNGICIDES, BACTERICIDES, AND NEMATOCIDES, (5) CHEMICAL UTILIZATION PRINCIPLES AND CONCEPTS, (6) UTILIZATION SKILLS AND ABILITIES, AND (7) LEGAL HANDLING, STORAGE, AND APPLICATION OF CHEMICALS. IN ADDITION TO SUGGESTIONS FOR INTRODUCING THE MODULE, THE GUIDE INCLUDES OBJECTIVES, SUBJECT MATTER CONTENT, TEACHING-LEARNING ACTIVITIES, AND INSTRUCTIONAL MATERIAL AND REFERENCES FOR EACH SECTION. IT IS DESIGNED FOR 24 HOURS OF CLASS INSTRUCTION, 36 HOURS OF LABORATORY EXPERIENCE, AND 80 HOURS OF OCCUPATIONAL EXPERIENCE. TEACHERS SHOULD HAVE A BACKGROUND IN AGRICULTURAL CHEMICALS, AND STUDENTS SHOULD HAVE POST-HIGH SCHOOL STATUS, APTITUDE IN CHEMISTRY, AND AN OCCUPATIONAL GOAL IN THE FIELD. THIS DOCUMENT IS AVAILABLE FOR A LIMITED PERIOD FOR \$6.75 PER SET (VT 001 214 - 001 222) FROM THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION, THE OHIO STATE UNIVERSITY, 980 KINNEN ROAD, COLUMBUS, OHIO 43212. (JM)

ED 013 899 VT 001 219
THE USE OF CHEMICALS TO CONTROL FIELD RODENTS AND OTHER PREDATORS. AGRICULTURAL CHEMICALS TECHNOLOGY, NUMBER 5.
OHIO STATE UNIV., COLUMBUS, CENTER FOR VOC. EDUC.
PUB DATE DEC 65
EDRS PRICE MF-\$6.25 HC NOT AVAILABLE FROM EDRS. 38P.

DESCRIPTORS *AGRICULTURAL CHEMICAL OCCUPATIONS, *AGRICULTURAL EDUCATION, *RODENTICIDES, *TEACHING GUIDES, BIBLIOGRAPHIES, POST SECONDARY EDUCATION, UNITS OF STUDY (SUBJECT FIELDS).

THE PURPOSE OF THIS GUIDE IS TO ASSIST TEACHERS IN PREPARING POST-SECONDARY STUDENTS FOR AGRICULTURAL CHEMICAL OCCUPATIONS. IT IS ONE OF A SERIES OF MODULES DEVELOPED BY A NATIONAL TASK FORCE ON THE BASIS OF DATA FROM STATE STUDIES. SECTIONS ARE (1) USE OF CHEMICALS FOR RODENT CONTROL AND ERADICATION, (2) TERMINOLOGY AND COMPUTATIONS, (3) RODENT

IDENTIFICATION, (4) RODENTICIDES, (5) RODENT CONTROL PRINCIPLES AND CONCEPTS, AND (6) CHEMICAL HANDLING, TRANSPORTATION, AND STORAGE. IN ADDITION TO SUGGESTIONS FOR INTRODUCING THE MODULE, THE GUIDE INCLUDES OBJECTIVES, SUBJECT MATTER CONTENT, SUGGESTED TEACHING-LEARNING ACTIVITIES, AND INSTRUCTIONAL AIDS AND REFERENCES FOR EACH SECTION. TEACHERS SHOULD HAVE A BACKGROUND IN AGRICULTURAL CHEMICALS. STUDENTS SHOULD HAVE POST-HIGH SCHOOL STATUS, AN APTITUDE IN CHEMISTRY, AND AN OCCUPATIONAL GOAL IN THE INDUSTRY. THE MATERIAL IS DESIGNED FOR 12 HOURS OF CLASS INSTRUCTION, 36 HOURS OF LABORATORY EXPERIENCE, AND 60 HOURS OF OCCUPATIONAL EXPERIENCE. THIS DOCUMENT IS AVAILABLE FOR A LIMITED PERIOD FOR \$6.75 PER SET (VT 001 214 - 001 222) FROM THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION, THE OHIO STATE UNIVERSITY, 980 KINNEN ROAD, COLUMBUS, OHIO 43212. (JM)

ED 013 900 VT 001 220
THE USE OF CHEMICALS AS HERBICIDES. AGRICULTURAL CHEMICALS TECHNOLOGY, NUMBER 6.
OHIO STATE UNIV., COLUMBUS, CENTER FOR VOC. EDUC.
PUB DATE DEC 65
EDRS PRICE MF-\$6.25 HC NOT AVAILABLE FROM EDRS. 39P.

DESCRIPTORS *AGRICULTURAL CHEMICAL OCCUPATIONS, *AGRICULTURAL EDUCATION, *HERBICIDES, *TEACHING GUIDES, *WEEDS, BIBLIOGRAPHIES, POST SECONDARY EDUCATION, UNITS OF STUDY (SUBJECT FIELDS).

DEVELOPED BY A NATIONAL TASK FORCE ON THE BASIS OF STATE STUDIES, THIS MODULE IS ONE OF A SERIES DESIGNED TO ASSIST TEACHERS IN PREPARING POST-SECONDARY STUDENTS FOR ENTRY AND ADVANCEMENT IN AGRICULTURAL CHEMICAL OCCUPATIONS. THE SPECIFIC OBJECTIVES OF THIS MODULE ARE TO DEVELOP ABILITIES NECESSARY FOR OCCUPATIONS CONCERNED WITH CHEMICAL WEED CONTROL. SECTIONS INCLUDE - (1) USE OF CHEMICALS TO PREVENT, CONTROL, OR ERADICATE WEEDS, (2) TERMINOLOGY AND COMPUTATIONS, (3) WEED IDENTIFICATION, (4) HERBICIDES, (5) CHEMICAL WEED CONTROL PRINCIPLES AND CONCEPTS, (6) WEED CONTROL PROGRAMS AND SELECTIVE WEED CONTROL, AND (7) SAFE HERBICIDE HANDLING, STORAGE, AND APPLICATION. SUGGESTIONS FOR INTRODUCING THE MODULE ARE GIVEN. EACH SECTION INCLUDES RECOMMENDED SUBJECT MATTER, TEACHING-LEARNING ACTIVITIES, INSTRUCTIONAL AIDS, AND REFERENCES. THE MATERIAL IS DESIGNED FOR 24 HOURS OF CLASS INSTRUCTION, 36 HOURS OF LABORATORY EXPERIENCE, AND 60 HOURS OF OCCUPATIONAL EXPERIENCE. TEACHERS SHOULD HAVE A BACKGROUND IN AGRICULTURAL CHEMICALS, AND STUDENTS SHOULD HAVE POST-HIGH SCHOOL STATUS, APTITUDE IN CHEMISTRY, AND AN OCCUPATIONAL GOAL IN THE INDUSTRY. THIS DOCUMENT IS AVAILABLE FOR A LIMITED PERIOD FOR \$6.75 PER SET (VT 001 214 - 001 222) FROM THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION, THE OHIO STATE UNIVERSITY, 980 KINNEN ROAD, COLUMBUS, OHIO 43212. (JM)

ED 013 901 VT 001 221
THE USE OF CHEMICALS IN THE FIELD OF FARM ANIMAL HEALTH (NUTRITION, ENTOMOLOGY, PATHOLOGY). AGRICULTURAL CHEMICALS TECHNOLOGY, NUMBER 7.
 OHIO STATE UNIV., COLUMBUS, CENTER FOR VOC. EDUC.
 PUB DATE DEC 65
 EDRS PRICE MF-\$0.50 HC NOT AVAILABLE FROM EDRS. 68P.

DESCRIPTORS *AGRICULTURAL CHEMICAL OCCUPATIONS, *AGRICULTURAL EDUCATION, *ANIMAL SCIENCE, *TEACHING GUIDES, *VETERINARY MEDICINE, BIBLIOGRAPHIES, POST SECONDARY EDUCATION, UNITS OF STUDY (SUBJECT FIELDS).

DEVELOPED BY A NATIONAL TASK FORCE ON THE BASIS OF STATE STUDIES, THIS MODULE IS ONE OF A SERIES DESIGNED TO ASSIST TEACHERS IN PREPARING POST-SECONDARY STUDENTS FOR AGRICULTURAL CHEMICAL OCCUPATIONS. THE SPECIFIC OBJECTIVE OF THIS MODULE IS TO PREPARE TECHNICIANS IN THE FIELD OF THE USE OF CHEMICALS FOR ANIMAL HEALTH. SECTIONS INCLUDE - (1) CHEMICALS FOR NUTRITION, INSECT CONTROL AND ERADICATION, AND PROTECTION AGAINST DISEASE FOR FARM ANIMALS, (2) TERMINOLOGY AND COMPUTATIONS, (3) NUTRITIONAL DEFICIENCY, PARASITIC INFESTATION, AND DISEASE RECOGNITION AND IDENTIFICATION, (4) CHEMICALS USEFUL FOR ANIMAL HEALTH, (5) CHEMICAL PRINCIPLES AND CONCEPTS, (6) SKILL IN USING CHEMICALS, AND (7) CHEMICAL HANDLING, TRANSPORTATION, STORAGE, AND APPLICATION. SUGGESTIONS FOR INTRODUCING THE MODULE ARE GIVEN. EACH SECTION INCLUDES RECOMMENDED SUBJECT MATTER, TEACHING-LEARNING ACTIVITIES, INSTRUCTIONAL AIDS, AND REFERENCES. THE MATERIAL IS DESIGNED FOR 24 HOURS OF CLASS INSTRUCTION, 36 HOURS OF LABORATORY EXPERIENCE, AND 80 HOURS OF OCCUPATIONAL EXPERIENCE. THE TEACHER SHOULD HAVE AGRICULTURAL CHEMICAL EXPERIENCE. STUDENTS SHOULD HAVE POST-HIGH SCHOOL STATUS, APTITUDE IN CHEMISTRY, AND AN OCCUPATIONAL GOAL IN THE INDUSTRY. THIS DOCUMENT IS AVAILABLE FOR A LIMITED PERIOD FOR \$6.75 PER SET (VT 001 214 - 001 222) FROM THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION, THE OHIO STATE UNIVERSITY, 980 KINNEAR ROAD, COLUMBUS, OHIO 43212. (JM)

ED 013 902 VT 001 222
THE USE OF CHEMICALS AS PLANT REGULATORS. AGRICULTURAL CHEMICALS TECHNOLOGY, NUMBER 8.
 OHIO STATE UNIV., COLUMBUS, CENTER FOR VOC. EDUC.
 PUB DATE DEC 65
 EDRS PRICE MF-\$0.50 HC NOT AVAILABLE FROM EDRS. 62P.

DESCRIPTORS *AGRICULTURAL CHEMICAL OCCUPATIONS, *AGRICULTURAL EDUCATION, *PLANT GROWTH, *TEACHING GUIDES, BIBLIOGRAPHIES, POST SECONDARY EDUCATION, UNITS OF STUDY (SUBJECT FIELDS).

ONE OF A SERIES DESIGNED TO ASSIST TEACHERS IN PREPARING POST-SECONDARY STUDENTS FOR AGRICULTURAL CHEMICAL OCCUPATIONS, THIS MODULE IS SPECIFICALLY CONCERNED WITH CHEMICALS AS PLANT REGULATORS. IT WAS DEVELOPED BY A NATIONAL TASK FORCE ON THE BASIS OF DATA FROM

STATE STUDIES. SECTIONS INCLUDE - (1) CHEMICALS AS MODIFIERS OF PLANT GROWTH, (2) TERMINOLOGY AND COMPUTATION, (3) SITUATIONAL AND ECONOMIC CONSIDERATIONS IN USE OF PLANT REGULATORS, (4) CHEMICALS USED AS PLANT REGULATORS, (5) PLANT MODIFICATION PRINCIPLES AND CONCEPTS, (6) PLANT MODIFICATION SKILLS, AND (7) LAWFUL HANDLING, TRANSPORTATION, STORAGE, AND APPLICATION OF CHEMICALS. SUGGESTIONS ARE GIVEN FOR INTRODUCTION OF THE MODULE, RECOMMENDED SUBJECT MATTER, TEACHING-LEARNING ACTIVITIES, INSTRUCTIONAL AIDS, AND REFERENCES ARE GIVEN FOR EACH SECTION. THE MATERIAL IS DESIGNED FOR 24 HOURS OF CLASS INSTRUCTION, 36 HOURS OF LABORATORY EXPERIENCE, AND 80 HOURS OF OCCUPATIONAL EXPERIENCE. TEACHERS SHOULD HAVE AGRICULTURAL CHEMICAL EXPERIENCE. STUDENTS SHOULD HAVE POST-HIGH SCHOOL STANDING, APTITUDE IN CHEMISTRY, AND AN OCCUPATIONAL GOAL IN THE INDUSTRY. THIS DOCUMENT IS AVAILABLE FOR A LIMITED PERIOD FOR \$6.75 PER SET (VT 001 213 - 001 222) FROM THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION, THE OHIO STATE UNIVERSITY, 980 KINNEAR ROAD, COLUMBUS, OHIO 43212. (JM)

ED 013 903 VT 001 337
BERNDT, WILLIAM
PEACETIME RADIATION HAZARDS IN THE FIRE SERVICE, BASIC COURSE, RESOURCE MANUAL.
 OFFICE OF EDUCATION, WASHINGTON, D.C.
 REPORT NUMBER OE-84019-CIRC-657
 ATOMIC ENERGY COMMISSION, WASHINGTON, D.C.
 PUB DATE 63
 DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *FIREMEN, *RADIATION, *TEXTBOOKS, *TRADE AND INDUSTRIAL EDUCATION,

FOR USE BY FIREMEN AND OTHER EMERGENCY PERSONNEL WHO MAY HAVE TO DEAL WITH FIRES OR SIMILAR EMERGENCIES INVOLVING RADIATION HAZARDS, THIS MANUAL IS CORRELATED WITH THE FOLLOWING INSTRUCTIONAL MATERIALS FOR THE 15-HOUR COURSE - (1) AN INSTRUCTOR'S GUIDE (VT 002 117), (2) A STUDENT STUDY GUIDE (VT 001 878), AND (3) A SET OF TWENTY-TWO 20- BY 28-INCH CHARTS (OE 84002). CONTENT INCLUDES - (1) BENEFICIAL USES OF NUCLEAR ENERGY, (2) LOCATING NUCLEAR ENERGY HAZARDS, (3) BASIC PRINCIPLES OF ATOMIC STRUCTURE AND RADIATION, (4) PROBLEMS OF RADIATION, (5) EXTERNAL RADIATION, (6) PROTECTION FROM EXTERNAL RADIATION, (7) PRINCIPLES OF RADIATION MEASUREMENT, (8) INTERNAL RADIATION AND PROTECTION, (9) CONTAMINATION, (10) FISSION PROCESS AND NUCLEAR REACTOR PRINCIPLES, (11) FIRE SERVICE PROBLEMS, AND (12) FIRE DEPARTMENT RESPONSIBILITIES IN THE NUCLEAR AGE. A BIBLIOGRAPHY AND A GLOSSARY ARE INCLUDED. THIS DOCUMENT IS AVAILABLE AS GPO NUMBER FS 5.284-84019 FOR \$1.00 FROM SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402. (FS)

ED 013 904 VT 001 344
DEAN, C.E. AND OTHERS
IMPROVING SUPERVISED PRACTICE IN VOCATIONAL AGRICULTURE.

NORTH CAROLINA STATE BOARD OF EDUCATION, RALEIGH
 REPORT NUMBER NCSDEI-PUB-361
 PUB DATE 63
 EDRS PRICE MF-\$0.25 HC-\$1.44 34P.

DESCRIPTORS *SUPERVISED FARM PRACTICE, *VOCATIONAL AGRICULTURE, FAMILY SCHOOL RELATIONSHIP, PROGRAM DEVELOPMENT, RECORDS (FORMS), STUDENT EXPERIENCE.

VOCATIONAL AGRICULTURE TEACHERS CAN USE THE INFORMATION AND SPECIFIC DIRECTIONS IN THIS PUBLICATION FOR DEVELOPING MORE EFFECTIVE SUPERVISED PRACTICE PROGRAMS FOR HIGH SCHOOL STUDENTS. SUPERVISED PRACTICE IS AN ESSENTIAL LEARNING PHASE OF VOCATIONAL PROGRAMS, AND PROVIDING IT IS A JOINT RESPONSIBILITY OF THE SCHOOL, THE STUDENT, AND THE PARENTS. A NEW CONCEPT OF "LEARNING EXPERIENCES BEYOND THE CLASSROOM" RECOGNIZES THE EXPANDED AND SPECIALIZED PHASES OF MODERN AGRICULTURE AND THE CHANGED ENVIRONMENTS OF VOCATIONAL AGRICULTURE ENROLLEES. THE INCREASING IMPORTANCE OF THE FIELDS OF AGRICULTURAL PROCESSING AND MARKETING AND AGRICULTURAL SERVICES NECESSITATES SUPERVISED PRACTICE PROGRAMS IN THOSE AREAS. SUPERVISED PRACTICE PROGRAMS ARE VALUABLE FOR VOCATIONAL EDUCATION, VOCATIONAL GUIDANCE, AND GENERAL EDUCATION. THEIR DEVELOPMENT ASSUMES THAT THE SUPERVISED PRACTICE CONCEPT IS SOUND EDUCATIONALLY, ECONOMICALLY, PSYCHOLOGICALLY, AND SOCIALLY, AND TEACHER AND STUDENT ACTIVITIES ARE CHOSEN ON THAT BASIS. THE APPENDICES LIST TOOLS FOR TEACHING SUCH AS SAMPLE PLANS FOR STUDENT AND PARENT MEETINGS AND FORMS FOR RECORDING STUDENT INFORMATION, PRACTICE ACTIVITIES, TEACHER VISITS, THE COMPREHENSIVE PRACTICE PROGRAM, AND FOR EVALUATING ON-THE-JOB INSTRUCTION. (WB)

ED 013 905 VT 001 383
ANDERSON, ROGER C.
PREDICTING ACHIEVEMENT IN TECHNICAL PROGRAMS AT THE NORTH DAKOTA STATE SCHOOL OF SCIENCE.
 NORTH DAKOTA UNIV., GRAND FORKS, COLL. OF EDUC.
 REPORT NUMBER UND-CRVE-RR-2
 PUB DATE OCT 66
 EDRS PRICE MF-\$0.25 HC-\$1.94 24P.

DESCRIPTORS *ACADEMIC ACHIEVEMENT, *ACADEMIC PERFORMANCE, *PREDICTION, *TECHNICAL EDUCATION, ACADEMIC APTITUDE, ACHIEVEMENT TESTS, COMPARATIVE ANALYSIS, NORTH DAKOTA STATE SCHOOL OF SCIENCE, STUDENTS.

DATA WERE COLLECTED FROM SCHOOL RECORDS FOR 876 STUDENTS ENROLLED IN SIX TECHNICAL PROGRAMS FROM 1961-63. THIS PROVIDES EIGHT BIOGRAPHICAL AND 17 ACADEMIC VARIABLES WHICH WERE EXAMINED FOR THEIR USEFULNESS IN PREDICTING STUDENT SUCCESS. THE STUDENT SAMPLE WAS DIVIDED INTO GRADUATES AND NONGRADUATES. NONGRADUATES WERE THOSE WHO ATTENDED FOUR OR FEWER QUARTERS. SOME VARIABLES WHICH DIFFERENTIATED BETWEEN THE GROUPS WERE (1) COMPOSITE, MATHEMATICS, AND ENGLISH SCORES ON THE AMERICAN COLLEGE TEST (ACT), (2) GRADES IN HIGH SCHOOL MATHEMATICS, AND (3) CUMULA-

TIVE GRADE POINT AVERAGE. ALL OF THESE CORRELATED RELIABLY WITH GRADE POINT AVERAGE FOR ELECTRONICS, ARCHITECTURAL DRAFTING, AND INDUSTRIAL DRAFTING PROGRAMS. BIOGRAPHICAL VARIABLES CORRELATED RELIABLY WITH THE GRADE POINT AVERAGE IN ONLY A FEW INSTANCES. THE BEST SINGLE PREDICTOR OF SUCCESS FOR EACH PROGRAM WAS - (1) ACT NATURAL SCIENCE FOR ARCHITECTURAL DRAFTING, (2) ACT MATHEMATICS FOR CIVIL ENGINEERING, (3) HIGH SCHOOL MATHEMATICS FOR ELECTRICAL, (4) ACT COMPOSITE FOR INDUSTRIAL DRAFTING, (5) FLANAGAN APTITUDE CLASSIFICATION TEST (FACT) COMPONENTS FOR REFRIGERATION, AND (6) FACT INGENUITY FOR ELECTRONICS. (EM)

ED 013 906 VT 001 747
A FOLLOW-UP STUDY OF 1963 COLORADO HIGH SCHOOL GRADUATES.
COLORADO RESEARCH COORDINATING UNIT, FT. COLLINS
PUB DATE JUL 66
EDRS PRICE MF-\$0.25 HC-\$1.48 35P.

DESCRIPTORS *COLLEGE ATTENDANCE, *EMPLOYMENT PATTERNS, *GRADUATE SURVEYS, *HIGH SCHOOL GRADUATES, *STUDENT CHARACTERISTICS, COLORADO, GEOGRAPHIC DISTRIBUTION, PARENTAL BACKGROUND, VOCATIONAL EDUCATION, VOCATIONAL INTERESTS.

IN 1963, 19,297 HIGH SCHOOL STUDENTS GRADUATED IN COLORADO. OF THE 577 TO WHOM QUESTIONNAIRES WERE MAILED IN 1965, 386 RESPONDED. THEIR RESPONSES WERE ANALYZED TO DETERMINE THE OCCUPATIONAL AND EDUCATIONAL NEEDS OF GRADUATES ENTERING THE LABOR MARKET. TABULAR DATA ARE GIVEN FOR RESIDENCE, CURRENTLY AND AS STUDENTS, GEOGRAPHIC MOBILITY, AGE, SEX, MARITAL STATUS, HIGH SCHOOL CURRICULUM PURSUED, PRESENT EMPLOYMENT STATUS, NUMBER OF JOBS HELD, EMPLOYMENT IN FULL- OR PART-TIME JOBS, INDUSTRIES REPRESENTED BY JOBS, YEAR EACH JOB BEGAN, LENGTH OF TIME ON JOBS, REASONS FOR LEAVING JOBS, SCHOOLS ATTENDED AFTER HIGH SCHOOL, YEAR STARTED IN SCHOOLS, TYPE OF SCHOOLS ATTENDED, MAJOR IN SCHOOLS, REASONS FOR LEAVING SCHOOL, VALUE OF HIGH SCHOOL SUBJECTS IN OBTAINING A JOB, INTEREST IN AN AREA VOCATIONAL SCHOOL, OCCUPATIONAL INTEREST, AND OCCUPATIONAL PATTERNS OF FATHER. APPROXIMATELY ONE-HALF OF THE SAMPLE WAS EMPLOYED AT THE TIME OF THE SURVEY. MORE THAN ONE-HALF DID NOT CONSIDER THEIR HIGH SCHOOL PROGRAM HELPFUL IN OBTAINING WORK. NEARLY ONE-THIRD EXPRESSED AN INTEREST IN ATTENDING A LOCAL VOCATIONAL SCHOOL AT THE TIME OF THE SURVEY. (PS)

ED 013 907 VT 001 806
FEDERAL FUNDS FOR DAY CARE PROJECTS.
WOMENS BUREAU, WASHINGTON, D.C. (DEPT. OF LABOR)
PUB DATE APR 67
EDRS PRICE MF-\$0.25 HC-\$1.68 40P.

DESCRIPTORS *ADMINISTRATIVE AGENCIES, *DAY CARE PROGRAMS, *DIRECTORIES, *FEDERAL AID, FEDERAL PROGRAMS, PROJECTS, "DAY CARE" PROVIDES CARE, GUIDANCE, AND SUPERVISION FOR CHILDREN AWAY FROM HOME DURING THE DAY. FUNDS FOR DAY CARE PROJECTS ARE AVAILABLE FROM A NUMBER OF FEDERAL AGENCIES AND MAY BE USED FOR PROVIDING DIRECT CARE OF CHILDREN IN DAY CARE FACILITIES, TRAINING PERSONNEL, AND SUPPORTING RESEARCH AND DEMONSTRATION PROJECTS RELATING TO VARIOUS ASPECTS OF DAY CARE. SPECIFIC GRANT OR LOAN PROGRAMS FOR DAY CARE PROJECTS OF THE DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, THE OFFICE OF ECONOMIC OPPORTUNITY, THE DEPARTMENT OF HOUSING AND URBAN DEVELOPMENT, THE DEPARTMENT OF LABOR, SMALL BUSINESS ADMINISTRATION, AND THE DEPARTMENT OF AGRICULTURE ARE LISTED. FOR EACH PROGRAM, INFORMATION IS INCLUDED WITH RESPECT TO STATUTORY AUTHORITY, ELIGIBILITY REQUIREMENTS, PROPORTION OF FEDERAL FUNDS THAT MAY BE GRANTED OR LIMIT ON FUNDS THAT MAY BE LENT, REVIEW PROCEDURES, AND SOURCES OF FURTHER INFORMATION. (PS)

ED 013 908 VT 001 808
TUCKER, JAMES F.
THE FIRST 50,000 NEIGHBORHOOD YOUTH CORPS ENROLLEES.
PUB DATE 66
EDRS PRICE MF-\$0.25 HC-\$0.20 3P.
DESCRIPTORS *FEDERAL PROGRAMS, *INDIVIDUAL CHARACTERISTICS, *WORK EXPERIENCE PROGRAMS, COMPARATIVE ANALYSIS, ECONOMICALLY DISADVANTAGED, HIGH SCHOOL STUDENTS, MDTA PROGRAMS, NEIGHBORHOOD YOUTH CORPS, OUT OF SCHOOL YOUTH, POVERTY PROGRAMS, STATISTICAL DATA.

THE NEIGHBORHOOD YOUTH CORPS (NYC), A PART OF THE WORK-TRAINING PROGRAM AUTHORIZED BY THE ECONOMIC OPPORTUNITY ACT OF 1964, FIRST ENROLLED YOUTH DURING THE LATTER PART OF DECEMBER 1964. THIS REPORT COMPARES SOME OF THE CHARACTERISTICS OF THE FIRST 50,000 ENROLLEES AND THEIR HOUSEHOLDS TO THE GENERAL CATEGORY OF POVERTY-STRICKEN HOUSEHOLDS THROUGHOUT THE ENTIRE NATION, AND COMPARES NYC ENROLLEES WITH PARTICIPANTS IN OTHER ANTIPOVERTY PROGRAMS AND OTHER MAJOR MANPOWER TRAINING PROGRAMS, SUCH AS THOSE UNDER THE MANPOWER DEVELOPMENT AND TRAINING ACT (MDTA). THE AGE PATTERN OF OUT-OF-SCHOOL YOUTH ENROLLED IN THE NYC PARALLELED THAT OF UNEMPLOYED OUT-OF-SCHOOL YOUTH AGE 16-21 IN THE TOTAL LABOR FORCE IN OCTOBER 1964. FOR NONWHITES, THE PROPORTION OF MALE AND FEMALE ENROLLEES WAS FAIRLY EVEN, BUT FOR WHITES, THERE WERE MORE MALES THAN FEMALES. THE NYC PROVIDED THEIR FIRST JOB EXPERIENCE FOR MORE THAN TWO-FIFTHS OF THE OUT-OF-SCHOOL ENROLLEES. THE MEDIAN NUMBER OF PERSONS IN THE HOUSEHOLD OF NYC ENROLLEES WAS FIVE COMPARED WITH A MEDIAN OF FOUR FOR ALL FAMILIES WITH INCOMES BELOW RECOGNIZED POVERTY LINE WHILE ONE-THIRD LIVED IN HOUSEHOLDS OF SEVEN OR MORE, AND NEARLY 10 PERCENT LIVED IN HOUSEHOLDS OF 10 OR MORE. COMPLETION OF THE 10TH GRADE WAS THE MEDIAN EDUCATIONAL LEVEL OF THE OUT-OF-SCHOOL ENROLLEES, BUT 27 PERCENT HAD FAILED TO GET PAST THE EIGHTH GRADE. WHITE YOUTH CONSTITUTED 61 PERCENT OF ALL NYC ENROLLEES BUT IN OUT-OF-SCHOOL PROJECTS, THE PERCENTAGES

OF WHITE AND NONWHITE WERE 49 AND 51, RESPECTIVELY, COMPARED WITH 72 AND 28 FOR MDTA PROJECTS AND 78 AND 22 FOR ON-THE-JOB-TRAINING. THIS DOCUMENT APPEARED IN "MONTHLY LABOR REVIEW," DECEMBER 1965. (PS)

ED 013 909 VT 001 878
PEACETIME RADIATION HAZARDS IN THE FIRE SERVICE, BASIC COURSE, STUDY GUIDE.
OFFICE OF EDUCATION, WASHINGTON, D.C.
REPORT NUMBER OE-84021-CIRC-659
ATOMIC ENERGY COMMISSION, WASHINGTON, D.C.
PUB DATE 61

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *FIREMEN, *RADIATION, *STUDY GUIDES, *TRADE AND INDUSTRIAL EDUCATION.

THE ASSIGNMENT SHEETS INCLUDED ARE CORRELATED WITH THE INSTRUCTOR'S GUIDE (VT 002 117), THE RESOURCE MANUAL (VT 001 337), AND A SET OF TWENTY-TWO 20- BY 28-INCH CHARTS (OE 84002). THE MATERIAL IS DESIGNED TO BE PRESENTED TO FIREMEN IN A 15-HOUR COURSE AS A PART OF THEIR BASIC FIRE TRAINING AND IS CONCERNED WITH THE HAZARDS RESULTING FROM THE PRESENCE OF RADIOACTIVE MATERIALS. EACH OF THE 12 ASSIGNMENT SHEETS COVERS A CHAPTER OF THE RESOURCE MANUAL. EACH GIVES OBJECTIVES, READING ASSIGNMENT, AND QUESTIONS TO BE ANSWERED BY THE TRAINEES. THIS DOCUMENT IS AVAILABLE AS GPO NUMBER FS 5.284-84021 FOR 30 CENTS FROM SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402. (PS)

ED 013 910 VT 001 937
HACKETT, D.F. AND OTHERS
REPORT ON THE SUMMER 1966 INDUSTRIAL ARTS INSTITUTES.
CONSORTIUM OF PROFESSIONAL ASSOCIATIONS
PUB DATE 66

EDRS PRICE MF-\$0.25 HC-\$1.12 26P.

DESCRIPTORS *INDUSTRIAL ARTS, *INSTITUTES (TRAINING PROGRAMS), *PROGRAM DESCRIPTIONS, *PROGRAM EVALUATION, INSERVICE TEACHER EDUCATION, NATIONAL DEFENSE EDUCATION ACT, PARTICIPANT SATISFACTION, TEACHER IMPROVEMENT.

DURING THE SUMMER OF 1966, THE U.S. OFFICE OF EDUCATION ENGAGED THE CONSORTIUM OF PROFESSIONAL ASSOCIATIONS TO CONDUCT A STUDY OF THE NATIONAL DEFENSE EDUCATION ACT (NDEA) INDUSTRIAL ARTS INSTITUTES THEN IN PROGRESS. TO COLLECT INFORMATION FOR PLANNING FUTURE INSTITUTES, A COMMITTEE MEMBER VISITED EACH INSTITUTE FOR 2 DAYS, AND UTILIZED A LIST OF SUBJECTIVE CRITERIA. QUESTIONS DIRECTED TO THE INSTITUTE DIRECTOR AND THE PARTICIPANTS, AND A QUESTIONNAIRE COMPLETED BY THE PARTICIPANTS AT THE END OF THE INSTITUTE. THE COMMITTEE ASSUMED THAT (1) FUTURE INSTITUTE DIRECTORS WERE INTERESTED IN LEARNING OF SUCCESSFUL PRACTICES, PROCEDURES, AND PITFALLS, AND (2) THE U.S. OFFICE OF EDUCATION WAS CONCERNED WITH THE EFFECTIVENESS OF NDEA TITLE XI INSTITUTES. SOME OF THE 31 RECOMMENDATIONS WERE - (1) DIRECTORS SHOULD WEIGH THE ADVANTAGES AND DISADVANTAGES OF ASSUM-

ING TEACHING RESPONSIBILITIES BECAUSE OF THE UNPREDICTABLE DEMANDS UPON THEIR TIME, (2) DIRECTORS SHOULD INSURE THAT INSTRUCTIONAL, LIVING, AND RECREATIONAL FACILITIES BE AVAILABLE, (3) SOME FORM OF WEEKLY EVALUATION SHOULD BE CONDUCTED TO AID PARTICIPANTS AND STAFF, (4) GUEST SPEAKERS SHOULD BE FAMILIAR WITH THE OBJECTIVES OF THE INSTITUTE, (5) INDUSTRIAL VISITS SHOULD PROVIDE FOR STUDY AND NOT BE JUST TOURS, AND (6) INSTRUCTION SHOULD REFLECT THE LATEST AND BEST IN EDUCATIONAL THEORY. (EM)

ED 013 911 VT 001 989

BERNDT, WILLIAM AND OTHERS
PEACETIME RADIATION HAZARDS IN THE FIRE SERVICE, ORIENTATION UNIT-INSTRUCTOR'S GUIDE.

OFFICE OF EDUCATION, WASHINGTON, D.C.

REPORT NUMBER OE-84014-CIRC-641

ATOMIC ENERGY COMMISSION, WASHINGTON, D.C.

PUB DATE 61

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *FIREMEN, *RADIATION, *TEACHING GUIDES, *TRADE AND INDUSTRIAL EDUCATION, *UNITS OF STUDY (SUBJECT FIELDS), ORIENTATION MATERIALS.

MATERIALS ARE PROVIDED FOR A 2-SESSION UNIT TO ACQUAINT FIREMEN WITH THE PROBLEMS OF RADIATION HAZARDS AND TO PREPARE THEM FOR MORE SPECIALIZED TRAINING. THE UNIT WAS DEVELOPED JOINTLY BY THE TRADE AND INDUSTRIAL EDUCATION BRANCH OF THE U.S. OFFICE OF EDUCATION AND THE OFFICE OF INDUSTRIAL RELATIONS, U.S. ATOMIC ENERGY COMMISSION. IT INCLUDES LOCATION OF NUCLEAR ENERGY HAZARDS, PROBLEMS OF RADIATION, THE FIRE DEPARTMENT'S RESPONSIBILITY, AND SPECIAL FIRE-FIGHTING TECHNIQUES. EACH INSTRUCTOR SHOULD HAVE HAD A PRIOR COURSE IN INSTRUCTOR TRAINING, HAVE RECEIVED TRAINING IN RADIATION HAZARDS THROUGH THE INTENSIVE SHORT-TERM INSTRUCTOR COURSE PROVIDED BY THE ATOMIC ENERGY COMMISSION, AND BE AN INSTRUCTOR IN BASIC FIRE SERVICE TRAINING. A STUDENT MANUAL, "PEACETIME RADIATION HAZARDS IN THE FIRE SERVICE - ORIENTATION UNIT," (VT 002 067) AND A SET OF 20 X 28 ILLUSTRATIONS ARE AVAILABLE. A GLOSSARY OF KEY TERMS AND 29 ILLUSTRATIONS ARE GIVEN. THIS DOCUMENT IS AVAILABLE AS GPO NUMBER FS 5.284-84014 FOR 35 CENTS FROM SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402. (PS)

ED 013 912 VT 002 031

CUSHMAN, HAROLD R.
THE AGRICULTURAL ADVISORY BOARD, A HANDBOOK FOR BOARDS OF EDUCATION, SCHOOL ADMINISTRATORS ADVISORY BOARD MEMBERS AND TEACHERS OF AGRICULTURE.

NEW YORK STATE EDUCATION DEPT., ALBANY

PUB DATE 65

EDRS PRICE MF-\$0.25 HC-\$0.88 20P.

DESCRIPTORS *ADVISORY COMMITTEES, *VOCATIONAL AGRICULTURE, ACTIVITIES, MEETINGS, NEW YORK, RESPONSIBILITY, SCHOOL COMMUNITY RELATIONSHIP.

THE PURPOSE OF THIS HANDBOOK IS TO ASSIST EDUCATIONAL PERSONNEL IN MAKING THE MOST EFFECTIVE USE OF AGRICULTURAL ADVISORY BOARDS IN THE ORGANIZATION AND DEVELOPMENT OF LOCAL VOCATIONAL AGRICULTURE PROGRAMS. IT CONTAINS INFORMATION ON (1) PROCEDURES FOR FORMING NEW AGRICULTURAL ADVISORY BOARDS OR REORGANIZING OLD ONES INCLUDING WHERE TO START, WHO SHOULD SERVE, AND APPOINTMENT OF MEMBERS, (2) WAYS AND MEANS FOR THEIR EFFICIENT AND EFFECTIVE OPERATION INCLUDING ORGANIZING NEW AND ONGOING BOARDS AND CONDUCTING MEETINGS, AND (3) TYPES OF ACTIVITIES IN WHICH SUCH BOARDS MIGHT ENGAGE INCLUDING THOSE RELATED TO SCHOOL POLICY, PROGRAM PLANNING, EVALUATION AND IMPROVEMENT OF INSTRUCTION, AND PUBLIC RELATIONS. THE ROLE OF THE AGRICULTURAL ADVISORY BOARD, ITS PURPOSES, NORMAL CHANNELS OF AUTHORITY AND COMMUNICATION, FUNCTIONS, AND ADAPTATIONS FOR BOARDS OF COOPERATIVE EDUCATIONAL SERVICES ARE DISCUSSED. (WB)

ED 013 913 VT 002 067

BERNDT, WILLIAM AND OTHERS
PEACETIME RADIATION HAZARDS IN THE FIRE SERVICE, ORIENTATION UNIT-STUDENT MANUAL.

OFFICE OF EDUCATION, WASHINGTON, D.C.

REPORT NUMBER OE-84015-CIRC-642

ATOMIC ENERGY COMMISSION, WASHINGTON, D.C.

PUB DATE 61

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *FIREMEN, *RADIATION, *STUDY GUIDES, *TRADE AND INDUSTRIAL EDUCATION, ORIENTATION MATERIALS, UNITS OF STUDY (SUBJECT FIELDS).

DESIGNED TO BE USED BY FIREMEN TRAINEES IN A TWO-SESSION, INTENSIVE ORIENTATION UNIT, THIS MANUAL ACQUAINTS THEM WITH THE PROBLEMS OF RADIATION HAZARDS IN GENERAL AND PREPARES THEM FOR MORE SPECIALIZED TRAINING. IT PRESENTS 29 CAPTIONED ILLUSTRATIONS WHICH SERVE AS A SUMMARY OF THE MATERIALS COVERED IN THE UNIT WHICH WAS DEVELOPED JOINTLY BY THE TRADE AND INDUSTRIAL EDUCATION BRANCH OF THE U.S. OFFICE OF EDUCATION AND THE OFFICE OF INDUSTRIAL RELATIONS, U.S. ATOMIC ENERGY COMMISSION. AN INSTRUCTOR'S GUIDE, "PEACETIME RADIATION HAZARDS IN THE FIRE SERVICE, ORIENTATION UNIT," (VT 001 989) AND A SET OF 20-BY-28-INCH CHARTS MADE UP OF 12 ILLUSTRATIONS ARE AVAILABLE. A GLOSSARY OF KEY TERMS IS INCLUDED. THIS DOCUMENT IS AVAILABLE AS GPO NUMBER FS 5.284-84015 FOR 30 CENTS FROM SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402. (PS) NUMBER FS 5.284-84202 FOR 50 CENTS FROM SUPERINTENDENT OF

ED 013 914 VT 002 117

BERNDT, WILLIAM AND OTHERS
PEACETIME RADIATION HAZARDS IN THE FIRE SERVICE, BASIC COURSE, INSTRUCTOR'S GUIDE.

OFFICE OF EDUCATION, WASHINGTON, D.C.

REPORT NUMBER OE-84020-CIRC-658

ATOMIC ENERGY COMMISSION, WASHINGTON, D.C.

PUB DATE 61

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *FIREMEN, *RADIATION, *TEACHING GUIDES, *TRADE AND INDUSTRIAL EDUCATION.

THE 12 TEACHING GUIDES INCLUDED ARE CORRELATED WITH THE "RESOURCE MANUAL" (VT 001 337), "STUDY GUIDE" (VT 001 878), AND A SET OF TWENTY-TWO 20-BY-28-INCH CHARTS (OE84022) DESIGNED TO BE PRESENTED TO FIREMEN IN A 15-HOUR COURSE AS A PART OF THEIR BASIC FIRE TRAINING. THEY ARE CONCERNED WITH HAZARDS RESULTING FROM THE PRESENCE OF RADIOACTIVE MATERIALS. THE INSTRUCTIONAL MATERIALS WERE DEVELOPED JOINTLY BY THE DIVISION OF VOCATIONAL EDUCATION OF THE U.S. OFFICE OF EDUCATION AND THE OFFICE OF INDUSTRIAL RELATIONS, U.S. ATOMIC ENERGY COMMISSION. THE INSTRUCTOR OF THIS COURSE SHOULD RECEIVE TRAINING IN RADIATION HAZARDS AS IT RELATES TO FIREMEN THROUGH THE INTENSIVE SHORT-TERM INSTRUCTOR COURSE OFFERED BY THE OFFICE OF INDUSTRIAL RELATIONS, ATOMIC ENERGY COMMISSION. EACH GUIDE GIVES OBJECTIVES, TEACHING AIDS, REFERENCES, AND THE FOUR STEP METHOD OF INSTRUCTION - (1) INTRODUCTION, (2) PRESENTING THE LESSON (SUBJECT MATTER INCLUDED), (3) APPLICATION (LEARNER'S WORK ASSIGNMENT SHEETS), AND (4) CHECKING AND FOLLOWUP. MOTION PICTURE FILM TITLES AND DESCRIPTIONS AND ANSWERS TO ASSIGNMENT SHEET QUESTIONS ARE INCLUDED. THIS DOCUMENT IS AVAILABLE AS GPO NUMBER FS 5.284-84020 FOR 50 CENTS FROM SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402. (PS)

ED 013 915 VT 002 151

LOUDERMILK, KENNETH M. AND OTHERS

A SURVEY OF LITERATURE RELATED TO SELECTED NONPROFESSIONAL OCCUPATIONS.

IDAHO OCCUPATIONAL RESEARCH COORDINATING UNIT

PUB DATE MAY 66

CONTRACT OEC-5-85-118

EDRS PRICE MF-\$0.25 HC-\$1.52 36P.

DESCRIPTORS *APTITUDE TESTS, *INTEREST TESTS, *PERSONALITY TESTS, *VOCATIONAL EDUCATION, CLERICAL WORKERS, INDIVIDUAL CHARACTERISTICS, SKILLED WORKERS, TESTING PROGRAMS, VOCATIONAL INTERESTS.

AS THE FIRST PHASE IN DEVELOPING A TESTING PROGRAM FOR VOCATIONAL PROGRAMS IN IDAHO, STUDIES CONCERNED WITH WORKER CHARACTERISTICS IN A VARIETY OF OCCUPATIONS WERE REVIEWED. THE PROFESSIONAL LITERATURE WAS SURVEYED FOR STUDIES RELATING TO SUCCESS AND/OR MEMBERSHIP IN 28 OCCUPATIONS FOR WHICH TRAINING PROGRAMS EXIST IN IDAHO SCHOOLS. THE PURPOSE WAS TO REVIEW STUDIES WHICH WOULD IDENTIFY TESTS FOR USE IN AN EXPERIMENTAL BATTERY. ALL BUT TWO STUDIES WERE PUBLISHED IN THE LAST 10 TO 15 YEARS. THE TYPES OF TESTS USED MOST FREQUENTLY WERE INTEREST, APTITUDE, AND PERSONALITY TESTS, AND THESE CATEGORIES ARE DISCUSSED. REVIEW OF SPECIFIC STUDIES AND TESTS REGARDING THE CHARACTERISTICS RELATED TO SUCCESS OR MEMBERSHIP IN 28 OCCUPATIONS ARE PRESENTED FOR AIRPLANE MECHANICS, AUTO BODY PEN-

DERMEN, AUTO MECHANICS, AUTO SERVICE STATION SPECIALISTS, BEAUTY OPERATORS, BOOKKEEPERS, CABINETMAKERS, DENTAL ASSISTANTS, DIESEL MECHANICS, DRAFTSMEN, ELECTRICAL APPLIANCE REPAIRMEN, ELECTRONIC TECHNICIANS, FARM MACHINERY REPAIRMEN, FORESTRY TECHNICIANS, GENERAL OFFICE CLERKS, INSTRUMENT REPAIRMEN, MACHINISTS, OFFICE MACHINE REPAIRMEN, POLICEMEN, PRACTICAL NURSES, PRINTERS, RADIO-TV REPAIRMEN, SALES CLERKS, SALESPERSONS, SECRETARIES, STENOGRAPHERS, UPHOLSTERERS, AND WELDERS. (PS)

ED 013 916 VT 002 176
AVAILABLE INSTRUCTIONAL MATERIALS.
INDIANA STATE UNIV., TERRE HAUTE
PUB DATE 02 MAY 67

EDRS PRICE MF-\$0.25 HC-\$0.32 6P.
DESCRIPTORS *BIBLIOGRAPHIES, *INSTRUCTIONAL MATERIALS, *VOCATIONAL EDUCATION,

THE INSTRUCTIONAL MATERIALS INCLUDE PROGRAM BROCHURES, CHARTS, COURSE OUTLINES, OVERHEAD TRANSPARENCIES, ASSIGNMENT SHEETS, STUDENT MANUALS, TEACHER MANUALS, TECHNICAL INFORMATION, AND RELATED INFORMATION IN VOCATIONAL EDUCATION. A BRIEF NOTE DESCRIBES EACH. (EM)

ED 013 917 VT 002 196
BOYLES, GARY
THE EDUCATIONAL AND VOCATIONAL ASPIRATIONS OF PRISONERS.
NORTH DAKOTA UNIV., GRAND FORKS, COLL. OF EDUC.

REPORT NUMBER UND-CRVE-RR-5
PUB DATE MAY 67

EDRS PRICE MF-\$0.25 HC-\$0.34 19P.
DESCRIPTORS *EDUCATIONAL ATTITUDES, *EDUCATIONAL OBJECTIVES, *OCCUPATIONAL CHOICE, *PRISONERS, *VOCATIONAL INTERESTS, AGE DIFFERENCES, ASPIRATION, CORRECTIVE INSTITUTIONS, NORTH DAKOTA, OCCUPATIONAL GUIDANCE,

INSTRUMENTS TO ASSESS PRISONERS' VOCATIONAL ASPIRATIONS AND THEIR ATTITUDES TOWARD WORK WERE COMPLETED BY 175 INMATES IN NORTH DAKOTA IN THE SPRING OF 1966. UPON RELEASE, 35 PERCENT PLANNED TO GET MORE EDUCATION, 52 PERCENT PLANNED TO GET A JOB, SEVEN PERCENT PLANNED TO WORK AT HOME, AND SIX PERCENT HAD NO DEFINITE PLANS. SATISFACTION WITH ASSISTANCE IN OCCUPATIONAL PLANNING WAS INDICATED BY 55 PERCENT, AND SATISFACTION WITH EDUCATIONAL PLANNING WAS INDICATED BY 45 PERCENT. THE NINE VOCATIONAL COURSES IN WHICH AT LEAST 20 INMATES EXPRESSED AN INTEREST WERE - (1) HEAVY EQUIPMENT OPERATION AND MAINTENANCE, (2) WELDING, (3) AUTO MECHANICS, (4) AUTO BODY REBUILDING, (5) FARM MANAGEMENT, (6) BRICKLAYING, (7) CARPENTRY, (8) FARM EQUIPMENT MECHANICS, AND (9) BARBERING. PERMANENT JOBS WERE DESIRED BY 90 PERCENT, AND WELL-PAID JOBS WERE DESIRED BY TEN PERCENT OF THE RESPONDENTS. INTERESTING WORK AND A STABLE, SECURE FUTURE WERE THE TWO FEATURES MOST OFTEN CONSIDERED IMPORTANT. YOUNGER OFFENDERS MOST OFTEN EXPRESSED AN INTEREST IN EDUCATION, WHILE OLDER OFFENDERS DESIRED A JOB. (EM)

ED 013 918 VT 002 201
THE LANDSCAPE AIDE, A SUGGESTED TRAINING PROGRAM.
OFFICE OF EDUCATION, WASHINGTON, D.C.

REPORT NUMBER OE-87010

PUB DATE 64

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *AGRICULTURAL EDUCATION, *CURRICULUM GUIDES, *LANDSCAPING, *ORNAMENTAL HORTICULTURE, *POST SECONDARY EDUCATION, *MDTA PROGRAMS, PROGRAM DEVELOPMENT,

THE PURPOSE OF THIS CURRICULUM GUIDE IS TO ASSIST TEACHERS IN PLANNING AND CONDUCTING A 50-WEEK COURSE AT THE POSTSECONDARY LEVEL FOR PERSONS PLANNING TO EXECUTE LANDSCAPE PROJECTS AS INDEPENDENT BUSINESSMEN OR EMPLOYEES OF A LANDSCAPE ARCHITECT, NURSERY, OR GREENHOUSE. PROGRAM OBJECTIVES ARE TO PREPARE TRAINEES TO PLAN AND EXECUTE TASKS NECESSARY TO SUCCESSFUL EMPLOYMENT IN LANDSCAPING. THE DOCUMENT WAS DEVELOPED, EDITED, AND REVISED BY INDIVIDUALS AT THE NATIONAL LEVEL. THE COURSE INCLUDES UNITS ON - (1) ORIENTATION, (2) TOOLS, EQUIPMENT, AND SAFETY, (3) MATHEMATICS, (4) LANDSCAPE PLANS, (5) SOILS, (6) BOTANY, (7) PROPAGATION, (8) PLANTING AND TRANSPLANTING, (9) GRASS PRODUCTION, (10) INSECTS AND DISEASE, (11) PLANT STRUCTURES, (12) NURSERY MAINTENANCE, (13) GREENHOUSE OPERATION, (14) MARKETING, AND (15) RECORDS. SUGGESTED TRAINING TIME, OBJECTIVES, CONTENT, LABORATORY OR FIELD EXPERIENCES, AND REFERENCES ARE LISTED FOR EACH UNIT. LESSON PLANNING PROCEDURES, FACILITIES, AND TRAINEE EMPLOYMENT READINESS CRITERIA ARE GIVEN. TEACHERS OF THE COURSE NEED TO BE AGRICULTURAL COLLEGE GRADUATES WITH SOME HORTICULTURAL SPECIALIZATION AND TEACHER PREPARATION. TRAINEES SHOULD HAVE HIGH SCHOOL BACKGROUNDS, EXPERIENCE WITH PLANTS, OUTDOOR INTERESTS, ARTISTIC ABILITY, PHYSICAL HEALTH, AND INTEREST IN LANDSCAPING. THIS DOCUMENT IS AVAILABLE AS GPO NUMBER FS 5287-87010 FOR 25 CENTS FROM SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402. (JM)

ED 013 919 VT 002 226
HAINES, PETER G. OZZELLO, LAWRENCE M.

HOW HIGH SCHOOL COOPERATIVE TRAINEES FARE IN THE LABOR MARKET. PHASE C, A FOLLOW-UP STUDY OF 1964 GRADUATES TEN MONTHS AFTER GRADUATION. MICHIGAN ST. UNIV., EAST LANSING, COLL. OF EDUC.

REPORT NUMBER MSU-ER-34

MICHIGAN ST. DEPT. OF PUBLIC INSTR., LANSING

PUB DATE AUG 66

EDRS PRICE MF-\$0.50 HC-\$2.72 66P.

DESCRIPTORS *COOPERATIVE EDUCATION, *GRADUATE SURVEYS, *HIGH SCHOOL GRADUATES, ACADEMIC PERFORMANCE, COLLEGE ATTENDANCE, DISTRIBUTIVE EDUCATION, EMPLOYERS, EMPLOYMENT, MICHIGAN, OFFICE OCCUPATIONS EDUCATION, PROGRAM EFFECTIVENESS, SECONDARY SCHOOLS, SEX (CHARACTERISTICS), TRADE AND INDUSTRIAL EDUCATION, VOCATIONAL FOLLOWUP,

THE 1964 GRADUATES OF MICHIGAN HIGH SCHOOLS WHO HAD BEEN COOPERATIVE TRAINEES WERE SURVEYED 10 MONTHS AFTER GRADUATION. THE HIGH SCHOOL COORDINATORS SUPPLIED ADDRESSES AND CLASS RANK OF THE 5,420 TRAINEES. EACH TRAINEE RECEIVED A QUESTIONNAIRE AND, IF NECESSARY, A FOLLOW-UP LETTER AND DUPLICATE QUESTIONNAIRE WITHIN 2 WEEKS. USABLE QUESTIONNAIRES WERE RETURNED BY 2,957 PEOPLE (55 PERCENT). FINDINGS WERE - (1) APPROXIMATELY 1 PERCENT WERE UNEMPLOYED, (2) ALMOST 40 PERCENT WERE CONTINUING THEIR EDUCATION, (3) MORE THAN HALF WERE EMPLOYED IN THE FIELD FOR WHICH THEY WERE TRAINED, (4) 27 PERCENT WERE STILL EMPLOYED BY THEIR COOPERATIVE FIRM, AND (5) THEIR AVERAGE RANK WAS SLIGHTLY SUPERIOR TO THE AVERAGE RANK OF THEIR GRADUATING CLASS. RECOMMENDATIONS INCLUDED - (1) A CONTINUING INVENTORY OF THE CONTRIBUTIONS OF COOPERATIVE EDUCATION, (2) BETTER PROVISIONS FOR REPORTING OF INFORMATION BY LOCAL SCHOOLS, AND (3) THE SCRUTINY OF LOCAL PROGRAMS TO DETERMINE WHETHER STUDENT PLACEMENTS REFLECTED THE STUDENT'S OCCUPATIONAL GOAL AND HIS OCCUPATIONAL INSTRUCTION. (SL)

ED 013 920 VT 002 257
PRODUCING HIGH CORN YIELDS.
ILLINOIS UNIV., URBANA, COLL. OF AGRICULTURE

REPORT NUMBER UI-VAS-4039A

PUB DATE MAY 67

EDRS PRICE MF-\$0.25 HC NOT AVAILABLE FROM EDRS. 12P.

DESCRIPTORS *AGRICULTURAL PRODUCTION, *CORN, *FARM OCCUPATIONS, *TEXTBOOKS, *VOCATIONAL AGRICULTURE, ADULT FARMER EDUCATION, HIGH SCHOOLS, PLANTING, UNITS OF STUDY (SUBJECT FIELDS),

RESOURCE MATERIAL ON CORN PRODUCTION FOR HIGH SCHOOL VOCATIONAL AGRICULTURE AND ADULT FARMER CLASSES WAS DESIGNED BY A STATE LEVEL GROUP OF SUBJECT MATTER SPECIALISTS, TEACHER EDUCATORS, SUPERVISORS, AND TEACHERS TO HELP SOLVE PROBLEMS THAT CONFRONT CORN PRODUCERS AT PLANTING TIME. THE SUBJECT MATTER CONCERNS PLANTING TIME, DEPTH, ROW WIDTH, METHOD, FERTILIZATION, INSECTICIDE APPLICATION, AND HERBICIDE APPLICATION. SECTION TITLES ARE STATED IN THE FORM OF PROBLEMS. THE MATERIAL IS USEFUL AS EITHER TEXT OR REFERENCE ASSIGNMENT FOR A PERIOD OF ONE TO FOUR HOURS. TEACHERS SHOULD HAVE GENERAL COMPETENCY IN AGRICULTURE, AND STUDENTS SHOULD HAVE AVERAGE ABILITY, AGRICULTURAL INTEREST, AND AN OCCUPATIONAL OBJECTIVE. THE DOCUMENT IS ILLUSTRATED WITH PHOTOGRAPHS, GRAPHS, AND TABLES. THIS DOCUMENT IS AVAILABLE FOR 15 CENTS FROM VOCATIONAL AGRICULTURE SERVICE, 434 MUMFORD HALL, UNIVERSITY OF ILLINOIS, URBANA, ILLINOIS 61801. (JM)

ED 013 921 VT 002 258
TRANSPLANTING SHADE TREES.
ILLINOIS UNIV., URBANA, COLL. OF AGRICULTURE

REPORT NUMBER UI-VAS-5002
PUB DATE SEP 67
EDRS PRICE MF-\$0.25 HC NOT AVAILABLE
FROM EDRS. 13P.

DESCRIPTORS *ORNAMENTAL HORTICULTURE, *TEXTBOOKS, *TRANSPLANTING, *TREES, *VOCATIONAL AGRICULTURE, ADULT FARMER EDUCATION, HIGH SCHOOLS.

THIS RESOURCE MATERIAL FOR USE IN HIGH SCHOOL VOCATIONAL AGRICULTURE AND ADULT FARMER CLASSES WAS DESIGNED BY SUBJECT MATTER SPECIALISTS, TEACHER EDUCATORS, SUPERVISORS, AND TEACHERS. THE OBJECTIVE IS TO HELP SOLVE PROBLEMS IN TRANSPLANTING SHADE TREES. THE MAJOR SECTION TITLES ARE STATED AS PROBLEMS - (1) HOW SHOULD I PREPARE A TREE FOR MOVING, (2) HOW SHOULD I PLANT A TREE, AND (3) HOW SHOULD I PROTECT THE TREE. THE MATERIAL MAY BE USED AS EITHER A TEXT OR A REFERENCE ASSIGNMENT FOR A UNIT REQUIRING 1 TO 4 HOURS. TEACHERS SHOULD HAVE GENERAL COMPETENCY IN AGRICULTURE, AND STUDENTS SHOULD BE OF AVERAGE ABILITY AND HAVE INTEREST IN AGRICULTURE AND ORNAMENTAL HORTICULTURE. THE DOCUMENT IS PRINTED ON HIGH QUALITY PAPER AND ILLUSTRATED WITH PHOTOGRAPHS AND DRAWINGS. THIS DOCUMENT IS AVAILABLE FOR 15 CENTS FROM VOCATIONAL AGRICULTURE SERVICE, 434 MUMFORD HALL, UNIVERSITY OF ILLINOIS, URBANA, ILLINOIS 61801. (JM)

ED 013 922 VT 002 259
SETTING UP FARM RECORDS TO PROVIDE FOR ANALYSIS.
ILLINOIS UNIV., URBANA, COLL. OF AGRICULTURE
REPORT NUMBER UI-VAS-2037
PUB DATE MAY 63
EDRS PRICE MF-\$0.25 HC NOT AVAILABLE
FROM EDRS. 9P.

DESCRIPTORS *FARM ACCOUNTS, *TEXTBOOKS, *VOCATIONAL AGRICULTURE, ADULT FARMER EDUCATION, FARM OCCUPATIONS, HIGH SCHOOLS, UNITS OF STUDY (SUBJECT FIELDS).

RESOURCE MATERIAL ON FARM RECORD ANALYSIS FOR USE IN HIGH SCHOOL VOCATIONAL AGRICULTURE AND ADULT FARMER CLASSES WAS DESIGNED BY SUBJECT MATTER SPECIALISTS, TEACHER EDUCATORS, SUPERVISORS, AND TEACHERS TO PROVIDE TEXTUAL MATERIAL FOR STUDENTS ON THE PURPOSES OF RECORDS, ANALYSIS MEASURES, INVENTORIES, DEPRECIATION SCHEDULES, FINANCIAL TRANSACTION RECORDS, FIELD RECORDS, PRODUCTION RECORDS, AND MISCELLANEOUS ITEM RECORDS. TEACHERS SHOULD HAVE COMPETENCY IN GENERAL AGRICULTURE, AND STUDENTS SHOULD HAVE AVERAGE ABILITY AND AN INTEREST IN FARMING AS AN OCCUPATION. THE MATERIAL IS SUITABLE FOR TEXT OR REFERENCE ASSIGNMENTS LASTING FROM ONE TO FOUR HOURS. THIS DOCUMENT IS AVAILABLE FOR 10 CENTS FROM VOCATIONAL AGRICULTURE SERVICE, 434 MUMFORD HALL, UNIVERSITY OF ILLINOIS, URBANA, ILLINOIS 61801. (JM)

ED 013 923 VT 002 260
THE PLANTER-SELECTION, ADJUSTMENT, MAINTENANCE, AND USE.

ILLINOIS UNIV., URBANA, COLL. OF AGRICULTURE

REPORT NUMBER UI-VAS-3021
PUB DATE MAY 67
EDRS PRICE MF-\$0.25 HC NOT AVAILABLE
FROM EDRS. 41P.

DESCRIPTORS *AGRICULTURAL MACHINERY, *FARM OCCUPATIONS, *PLANTING, *TEXTBOOKS, *VOCATIONAL AGRICULTURE, ADULT FARMER EDUCATION, CORN, HIGH SCHOOLS, UNITS OF STUDY (SUBJECT FIELDS).

RESOURCE MATERIAL ON CORN PLANTERS FOR USE IN HIGH SCHOOL VOCATIONAL AGRICULTURE AND ADULT FARMER CLASSES WAS DESIGNED BY SUBJECT MATTER SPECIALISTS, TEACHER EDUCATORS, SUPERVISORS, AND TEACHERS TO PROVIDE TEXTUAL MATERIAL FOR STUDENTS ON THE SELECTION, OPERATION, ADJUSTMENT, USE, MAINTENANCE, AND PRACTICAL APPLICATION OF CORN PLANTERS. THE TEACHER SHOULD HAVE COMPETENCY IN GENERAL AGRICULTURE, AND THE STUDENTS SHOULD HAVE AVERAGE ABILITY AND AN INTEREST IN CORN PRODUCTION. THE MATERIAL MAY BE USED FOR ASSIGNMENT OR REFERENCE STUDY LASTING FROM ONE TO FOUR HOURS. THIS DOCUMENT IS AVAILABLE FOR 50 CENTS FROM VOCATIONAL AGRICULTURE SERVICE, 434 MUMFORD HALL, UNIVERSITY OF ILLINOIS, URBANA, ILLINOIS 61801. (JM)

ED 013 924 VT 002 262
SELECTING, FEEDING, AND CARING FOR LIGHT HORSES.
ILLINOIS UNIV., URBANA, COLL. OF AGRICULTURE
REPORT NUMBER UI-VAS-1040
PUB DATE MAY 67
EDRS PRICE MF-\$0.25 HC NOT AVAILABLE
FROM EDRS. 17P.

DESCRIPTORS *FARM OCCUPATIONS, *HORSES, *TEXTBOOKS, *VOCATIONAL AGRICULTURE, ADULT FARMER EDUCATION, HIGH SCHOOLS, UNITS OF STUDY (SUBJECT FIELDS).

RESOURCE MATERIAL FOR USE IN HIGH SCHOOL VOCATIONAL AGRICULTURE AND ADULT FARMER CLASSES WAS DESIGNED BY SUBJECT MATTER SPECIALISTS, TEACHER EDUCATORS, SUPERVISORS, AND TEACHERS TO PROVIDE INFORMATION ON LIGHT HORSE BREEDS, SELECTION, NUTRITION, CARE, AND FACILITIES. TEACHERS SHOULD HAVE COMPETENCY IN GENERAL AGRICULTURE, AND STUDENTS SHOULD HAVE AVERAGE ABILITY, INTEREST IN, AND AN OCCUPATIONAL GOAL OF MANAGING LIGHT HORSES. THE MATERIAL CAN BE USED AS EITHER A TEXT OR REFERENCE ASSIGNMENT REQUIRING ONE TO FOUR HOURS. THE DOCUMENT IS ILLUSTRATED WITH PHOTOGRAPHS AND DRAWINGS. THIS DOCUMENT IS AVAILABLE FOR 20 CENTS FROM VOCATIONAL AGRICULTURE SERVICE, 434 MUMFORD HALL, UNIVERSITY OF ILLINOIS, URBANA, ILLINOIS 61801. (JM)

ED 013 925 VT 002 269
COMPANION TO AN ELDERLY PERSON, A SUGGESTED TRAINING PROGRAM.
OFFICE OF EDUCATION, WASHINGTON, D.C.
REPORT NUMBER OE-87006
PUB DATE 64
DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *COMPANIONS (OCCUPATION), *OCCUPATIONAL HOME ECONOMICS, *OLDER ADULTS, *TEACHING GUIDES, MDTA PROGRAMS, POST SECONDARY EDUCATION, PROGRAM DEVELOPMENT.

ALTHOUGH RESOURCE MATERIAL FOR THE DEVELOPMENT OF A PROGRAM FOR TRAINING COMPANIONS TO ELDERLY PERSONS IS PROVIDED IN THIS TEACHING GUIDE, IT WILL NEED TO BE ADAPTED TO THE NEEDS OF THE TRAINEES AND THE COMMUNITY. THE COMPANION TO AN ELDERLY PERSON RELIEVES FAMILY MEMBERS OR OTHERS RESPONSIBLE FOR THE WELL-BEING OF THE ELDERLY PERSON. THE PROGRAM OBJECTIVES INCLUDE DEVELOPMENT OF AN UNDERSTANDING OF COMMON CHARACTERISTICS OF OLDER PERSONS, INCREASED COMPETENCIES IN CARING FOR AN ELDERLY PERSON, AND QUALITIES FOR SUCCESSFUL EMPLOYMENT. THE COURSE CONSISTS OF FOUR UNITS TO BE PRESENTED IN 150 HOURS. A TRAINEE SHOULD BE A HIGH SCHOOL GRADUATE, HEALTHY, MENTALLY ALERT, WITH GOOD SIGHT, HEARING, AND ABILITY TO READ AND SPEAK EFFECTIVELY. THE TEACHER SHOULD BE TRAINED IN HOME ECONOMICS OR SOCIAL WORK AND HAVE AN UNDERSTANDING OF THE NEEDS OF THE ELDERLY. REFERENCES ARE LISTED WITH EACH UNIT, AND SUGGESTIONS ARE GIVEN FOR PLANNING THE LESSONS AND LEARNING EXPERIENCES, EVALUATING ACHIEVEMENT, AND PLANNING FACILITIES. CRITERIA ARE INCLUDED FOR JUDGING TRAINEE READINESS FOR EMPLOYMENT. THIS DOCUMENT IS AVAILABLE AS GPO NUMBER FS 5.287-87006 FOR 20 CENTS FROM SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402. (MS)

ED 013 926 VT 002 271
THE FORESTRY AIDE, A SUGGESTED TRAINING PROGRAM.
OFFICE OF EDUCATION, WASHINGTON, D.C.
REPORT NUMBER OE-87011
PUB DATE 64
DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *AGRICULTURAL EDUCATION, *CURRICULUM GUIDES, *FORESTRY, *FORESTRY AIDES, MDTA PROGRAMS, POST SECONDARY EDUCATION.

THE PURPOSE OF THIS CURRICULUM GUIDE IS TO ASSIST TEACHERS IN PLANNING AND CONDUCTING A 45-WEEK COURSE AT THE POSTSECONDARY LEVEL TO PREPARE PERSONS AS ASSISTANTS TO PROFESSIONAL FORESTERS. COURSE OBJECTIVES INCLUDE PREPARING TRAINEES TO - (1) ASSIST FORESTERS, (2) CONDUCT SURVEYS, (3) PERFORM CONSERVATION FUNCTIONS, (4) MARK TIMBER FOR HARVEST, (5) PREVENT AND CONTROL FIRES, (6) ENFORCE REGULATIONS, (7) USE AND MAINTAIN TOOLS, AND (8) PREPARE AND KEEP RECORDS. NATIONAL LEADERS IN ADULT EDUCATION AND REPRESENTATIVES OF NATIONAL ORGANIZATIONS IDENTIFIED OCCUPATIONS AND RECOMMENDED THE DEVELOPMENT OF THE RESOURCE MATERIAL. COURSE UNITS INCLUDE - (1) ORIENTATION, (2) SELECTION, USE, AND MAINTENANCE OF TOOLS AND EQUIPMENT, (3) BOTANY, (4) TREE IDENTIFICATION, (5) MATHEMATICS, (6) DRAFTING, (7) SURVEYING, (8)

FOREST MANAGEMENT, (9) FOREST PROTECTION, (10) FOREST LAND USE, (11) PUBLIC AND PRIVATE FORESTRY POLICIES AND PROGRAMS, AND (12) RECORDS AND REPORTS. SUGGESTED TRAINING, OBJECTIVES, CONTENT, LABORATORY OR FIELD EXPERIENCES, AND REFERENCES ARE LISTED FOR EACH UNIT. LESSON PLANNING PROCEDURES, FACILITIES NEEDED, AND TRAINEE EMPLOYMENT READINESS CRITERIA ARE GIVEN. TEACHERS OF THE COURSE NEED TO BE COLLEGE GRADUATES IN FORESTRY AND HAVE TEACHER PREPARATION. TRAINEES NEED A HIGH SCHOOL EDUCATION, OUTDOOR INTERESTS, AND GOOD PHYSICAL HEALTH. THIS DOCUMENT IS AVAILABLE AS GPO NUMBER FS 5.287-87011 FOR 26 CENTS FROM SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402. (JM)

ED 013 927 VT 002 272

ARNOLD, WALTER M. AND OTHERS
HIGHWAY ENGINEERING AIDE, A SUGGESTED TRAINING PROGRAM.
OFFICE OF EDUCATION, WASHINGTON, D.C.

REPORT NUMBER OE-87009
PUB DATE 64

DOCUMENT NOT AVAILABLE FROM EDRS.
DESCRIPTORS *CURRICULUM GUIDES, *HIGHWAY ENGINEERING AIDES, *TECHNICAL EDUCATION, MDTA PROGRAMS,

TO AID ADMINISTRATORS, SUPERVISORS, TEACHER TRAINEES, AND TEACHERS IN THE DEVELOPMENT AND PROMOTION OF A POSTSECONDARY COURSE, THIS CURRICULUM GUIDE WAS DEVELOPED PURSUANT TO A U.S. OFFICE OF EDUCATION (USOE) CONTRACT BY THE UNIVERSITY OF ILLINOIS. THE CONTENT COVERS - (1) ORIENTATION AND COMMUNICATION SKILLS, (2) TECHNICAL MATHEMATICS, (3) SURVEYING AND MEASUREMENTS, (4) HIGHWAY MATERIALS, AND (5) CIVIL ENGINEERING DRAWING. EACH COURSE GUIDE INCLUDES MINIMUM HOURS PER WEEK, PREREQUISITES, DESCRIPTION (COURSE), INSTRUCTION PROCEDURES, MAJOR DIVISIONS (OUTLINE), SOME SUGGESTED TEXTS AND REFERENCES, AND SOME SUGGESTED VISUAL AND TRAINING AIDS. THE COURSE IS DESIGNED TO RUN 16 WEEKS FOR AIDES SEEKING EMPLOYMENT IN HIGHWAY AND ROAD CONSTRUCTION. THE APPENDIX CONTAINS SAMPLE PROBLEMS, LISTS OF EQUIPMENT AND SUPPLIES NEEDED AND THEIR COST, AND A LABORATORY FLOORPLAN. THIS DOCUMENT IS AVAILABLE AS GPO NUMBER FS 5.287-87009 FOR 35 CENTS FROM SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402. (EM)

ED 013 928 VT 002 354

HANDBOOK ON EMPLOYMENT SECURITY, JOB MARKET, RESEARCH METHODS-AREA SKILL SURVEY.

BUREAU OF EMPLOYMENT SECURITY, WASHINGTON, D.C.

REPORT NUMBER BES-E-252

PUB DATE NOV 65

EDRS PRICE MF-00.25 HC-01.96 47P.

DESCRIPTORS *GUIDELINES, *OCCUPATIONAL SURVEYS, *RESEARCH METHODOLOGY, EMPLOYMENT TRENDS, QUESTIONNAIRES,

AREA SKILL SURVEYS ARE DESIGNED TO PROVIDE COMPREHENSIVE INFORMATION IN INDIVIDUAL LABOR AREAS OF

CURRENT EMPLOYMENT AND FUTURE LABOR REQUIREMENTS, BY SPECIFIC OCCUPATIONS, AND TO ASCERTAIN TRAINING NEEDS TO FULFILL THESE REQUIREMENTS. THIS HANDBOOK DESCRIBES PROCEDURES AND TECHNIQUES TO BE USED IN THE SURVEY. IT INCLUDES THE PRELIMINARY WORK PRIOR TO INITIATING THE SKILL SURVEY, INFORMATION TO BE COLLECTED FROM EMPLOYERS, METHOD OF COLLECTING THE DATA, A SAMPLE PUBLICITY RELEASE TO INSURE COMMUNITY AWARENESS OF THE SURVEY'S IMPORTANCE, AN EXAMPLE OF A PRESURVEY LETTER, NONRESPONSE FOLLOWUP PROCEDURES, INSTRUCTIONS FOR PARTIAL RESPONSE, A SAMPLE SURVEY SCHEDULE WITH INSTRUCTION FOR ITS PREPARATION, SELECTION OF THE EMPLOYER SAMPLE, INSTRUCTIONS FOR TABULATING THE SURVEY DATA, A SAMPLE QUESTIONNAIRE FOR OBTAINING FUTURE LABOR SUPPLY FROM SCHOOLS AND OTHER ORGANIZATIONS, METHODS FOR SUMMARIZING THE DATA, AND AN OUTLINE FOR PRESENTATION OF THE SURVEY FINDINGS. (PS)

ED 013 929 VT 002 376

AUTOMOBILE BODY AND FENDER REPAIR AND REFINISHING, A STUDY GUIDE AND PROGRESSION RECORD IN AUTOMOBILE BODY AND FENDER REPAIR AND REFINISHING.

ALABAMA UNIV., UNIVERSITY
REPORT NUMBER US-FILE-316

PUB DATE FEB 66

EDRS PRICE MF-00.50 HC NOT AVAILABLE FROM EDRS. 92P.

DESCRIPTORS *AUTO BODY REPAIRMENT, *COOPERATIVE EDUCATION, *MOTOR VEHICLES, *STUDY GUIDES, *TRADE AND INDUSTRIAL EDUCATION, GRADE 11, GRADE 12, STUDENT RECORDS,

JOB SHEETS ARE USED IN THIS INDIVIDUAL STUDY GUIDE TO DIRECT GRADE 11 AND GRADE 12 STUDENTS IN COOPERATIVE EDUCATION PROGRAMS IN AREA VOCATIONAL OR COMPREHENSIVE HIGH SCHOOLS. THE GUIDE WAS DEVELOPED BY A STATE COMMITTEE OF TRADE AND INDUSTRIAL COORDINATORS, SUBJECT MATTER SPECIALISTS, AND TEACHER EDUCATORS, AND HAS BEEN USED IN HIGH SCHOOL PROGRAMS FOR 30 YEARS. THE JOB SHEETS CONTAIN THE JOB TITLE, RELATED STUDY REFERENCES, QUESTIONS, AND A CHART FOR RECORDING COMPLETION OF CORRELATED LABORATORY PERFORMANCES AND RELATED REFERENCES. TRADE ANALYSIS AND PROGRESS RECORD FORMS FOR TEACHER AND STUDENT USE INCLUDE A LIST OF THE JOB SHEETS AND SPACES FOR RECORDING PROGRESS ON THE JOB AND IN RELATED STUDY. ALSO INCLUDED IS A STUDENT'S DAILY RECORD FORM. TIME ALLOTMENT IS 1 HOUR PER DAY FOR 2 YEARS OR 360 HOURS. A BIBLIOGRAPHY INCLUDES REQUIRED TEXTS AND SUPPLEMENTARY REFERENCES. THIS DOCUMENT IS AVAILABLE FOR \$1.25 FROM TRADE AND INDUSTRIAL EDUCATION, BOX 2847, UNIVERSITY, ALABAMA 35486. AN ANSWER BOOK (VT 002 388) IS AVAILABLE FOR \$1.00. (HC)

ED 013 930 VT 002 409

RONEY, MAURICE W. LOVE, L. CARL
ELECTRICAL APPLIANCE SERVICEMAN, SUGGESTED GUIDE FOR A TRAINING COURSE.

OFFICE OF EDUCATION, WASHINGTON, D.C.

PUB DATE 65

EDRS PRICE MF-00.25 HC-01.32 31P.

DESCRIPTORS *CURRICULUM GUIDES, *ELECTRICAL APPLIANCE SERVICEMEN, *ELECTRICAL APPLIANCES, *TRADE AND INDUSTRIAL EDUCATION, MDTA PROGRAMS, PROGRAM DEVELOPMENT,

THE PURPOSE OF THIS GUIDE IS TO AID IN PLANNING AND DEVELOPING A COURSE FOR TRAINING ELECTRICAL APPLIANCE SERVICEMEN. OUTLINES (ONE PAGE EACH) COVER - (1) RELATED INSTRUCTION, (2) FUNDAMENTALS OF ELECTRICITY, (3) BASIC CONTROLS AND ELECTRONIC COMPONENTS, (4) RESISTANCE HEATING APPLIANCES, (5) MOTORS FOR ELECTRIC APPLIANCES, (6) MOTOR DRIVEN APPLIANCES, (7) REFRIGERATION, AND (8) MISCELLANEOUS OPERATIONS. THE OUTLINES GIVE OBJECTIVES (INSTRUCTIONAL), UNIT OUTLINE, AND REFERENCES. THE GUIDE SUGGESTS 268 CLASSROOM HOURS AND 572 LABORATORY HOURS FOR THE COURSE. THE TEACHER SHOULD HAVE TECHNICAL AND BUSINESS EXPERIENCE. STUDENTS SHOULD HAVE THE EQUIVALENCE OF A HIGH SCHOOL EDUCATION. THE GUIDE WAS DESIGNED FOR A CLASS OF 20 STUDENTS. OTHER SECTIONS DEAL WITH COURSE ORGANIZATION, STUDENT EVALUATION, REFERENCES AND AIDS, EQUIPMENT AND TOOL LISTS AND PRICES, FLOOR PLANS, AND EXPENDABLE SUPPLY LISTS AND PRICES. (EM)

ED 013 931 VT 002 411

RONEY, MAURICE W. AND OTHERS
MACHINE TOOL OPERATOR-GENERAL ENTRY, SUGGESTED GUIDE FOR A TRAINING COURSE.

OFFICE OF EDUCATION, WASHINGTON, D.C.

PUB DATE 65

EDRS PRICE MF-00.25 HC-01.48 35P.

DESCRIPTORS *CURRICULUM GUIDES, *MACHINE TOOL OPERATORS, *TRADE AND INDUSTRIAL EDUCATION, ADULT VOCATIONAL EDUCATION, MDTA PROGRAMS, POSTSECONDARY EDUCATION,

THE PURPOSE OF THIS CURRICULUM GUIDE IS TO ASSIST THE ADMINISTRATOR AND INSTRUCTOR IN PLANNING AND DEVELOPING MANPOWER DEVELOPMENT AND TRAINING PROGRAMS TO PREPARE MACHINE TOOL OPERATORS FOR ENTRY-LEVEL POSITIONS. THE COURSE OUTLINE PROVIDES UNITS IN - (1) ORIENTATION, (2) BENCH WORK, (3) SHOP MATHEMATICS, (4) BLUEPRINT READING AND SKETCHING, (5) POWER SAWS, (6) DRILL PRESS, (7) ENGINE LATHE, (8) MILLING MACHINE, (9) SURFACE AND CYLINDRICAL GRINDERS, (10) SHAPER, AND (11) MASS PRODUCTION METHODS. EACH UNIT CONTAINS A TIME ALLOCATION, OBJECTIVES, UNIT OUTLINE, SUGGESTED ACTIVITIES, AND A LIST OF REFERENCES. INSTRUCTION IN RELATED THEORY IS TO BE CONCURRENT WITH THE DEVELOPMENT OF SKILLS IN THE SHOP. SUGGESTIONS FOR PLANNING THE LESSONS AND EVALUATING THE STUDENTS ARE INCLUDED. THE TRAINING SCHEDULE IS DEVELOPED FOR 1,080 HOURS OF TRAINING IN A PERIOD OF 27 WEEKS. THE INSTRUCTOR SHOULD HAVE BROAD EXPERIENCE AS A SKILLED MACHINE TOOL OPERATOR AND, PREFERABLY, EXPERIENCE AS A SUPERVISOR OF MACHINE TOOL OPERATORS. THE TRAINEE SHOULD HAVE A HIGH SCHOOL

EDUCATION OR EQUIVALENT WITH A BACKGROUND IN MATHEMATICS AND SHOULD BE OF AVERAGE PHYSICAL CONDITION AND HEALTH WITH GOOD VISION. SUPPLEMENTARY MATERIALS INCLUDE A LAYOUT OF A TRAINING FACILITY AND SUGGESTED MACHINES, TOOLS, EQUIPMENT, AND EXPENDABLE SUPPLIES FOR A CLASS OF 20 PERSONS. SUGGESTED TEXTBOOKS, REFERENCES, AND FILMS ARE LISTED. (HC)

ED 013 932 VT 002 497

SIMPSON, ELIZABETH
YOU AND RESEARCH.
AMERICAN VOCATIONAL ASSN., WASHINGTON, D.C.
PUB DATE 63

EDRS PRICE MF-\$0.25 HC-\$0.34 19P.

DESCRIPTORS *EDUCATIONAL RESEARCH, *VOCATIONAL EDUCATION, CO-OPERATIVE PROGRAMS, PRACTICAL ARTS, RESEARCH OPPORTUNITIES, RESEARCH PROBLEMS, RESEARCHERS, SUPERVISORS, TEACHER EDUCATORS, TEACHERS, VOCATIONAL DIRECTORS, RESEARCH IN VOCATIONAL EDUCATION IS THE RESPONSIBILITY OF STATE STAFF, TEACHER EDUCATORS, DIRECTORS, SUPERVISORS, COORDINATORS, AND TEACHERS THROUGHOUT THE UNITED STATES. RESEARCH IS IMPORTANT IN EVERY ASPECT OF MODERN LIVING, BUT IT IS VITAL IN THE VOCATIONAL AND PRACTICAL ARTS FIELDS WHERE MANY QUESTIONS, MANY PROFOUNDLY AFFECTING POLICIES, REMAIN UNANSWERED. THE SMALL AMOUNT OF RESEARCH PRODUCED IN THE VOCATIONAL FIELD HAS BEEN DUE TO ITS NEWNESS AND TO THE LACK OF COMPETENCE OF PERSONNEL IN RESEARCH PROCEDURES. CONTINUOUS RESEARCH IS NEEDED TO DETERMINE THE MOST SATISFACTORY TECHNIQUES, ORGANIZATION, CONTENT, AND PROCEDURES IN TEACHING, SUPERVISION, AND ADMINISTRATION. FEDERAL VOCATIONAL EDUCATION ACTS HAVE MADE SOME PROVISION FOR RESEARCH ACTIVITY, AND DEPARTMENT OF EDUCATION STUDIES AND PUBLICATIONS HAVE BEEN USEFUL, BUT VAST AREAS STILL NEED TO BE STUDIED. RESEARCH COULD RESULT IN ANSWERS TO PROBLEMS SUCH AS EFFECT OF TECHNOLOGICAL CHANGE ON VOCATIONAL EDUCATION, STUDENT SELECTION, TRAINING OF ADULT WORKERS, TEACHER TRAINING, AND NEEDS OF THE HANDICAPPED. RESEARCH IN THE FIELD WILL PROSPER WHEN EACH MEMBER OF THE PROFESSION CONSIDERS IT HIS RESPONSIBILITY AND PRIVILEGE TO PROMOTE AND ENGAGE IN RESEARCH AND EXPERIMENTATION AND USE RESEARCH FINDINGS IN HIS EVERYDAY WORK. (WB)

ED 013 933 VT 002 523

WELLS, JEAN A.
CONTINUING EDUCATION PROGRAMS FOR WOMEN.
WOMEN'S BUREAU, WASHINGTON, D.C. (DEPT. OF LABOR)
REPORT NUMBER DOL-WB-PAM-10
PUB DATE SEP 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *ADULT EDUCATION, *COLLEGE PROGRAMS, *DIRECTORIES, *FEMALES, *MIDDLE AGED, EDUCATIONAL NEEDS.

MANY MATURE WOMEN WHO WANT TO RETURN TO SCHOOL OR WORK AFTER A

PERIOD DEVOTED TO HOMEMAKING ARE VOICING A DESIRE TO REFRESH AND UPDATE RUSTY SKILLS LEARNED 10 OR 20 YEARS EARLIER. EDUCATORS ARE SEEKING BACKGROUND INFORMATION ON THE SPECIAL NEEDS OF CONTINUING EDUCATION PROGRAMS FOR WOMEN IN THEIR MIDDLE YEARS. THIS REPORT HAS BEEN PREPARED PRIMARILY FOR THESE TWO GROUPS. NEW FEATURES OF THE CONTINUING EDUCATION PROGRAMS DEVELOPED FOR WOMEN IN THE 1960'S ARE LIMITED COURSE LOADS IN DEGREE OR NON-DEGREE PROGRAMS, FLEXIBLE SCHEDULING OF CLASSES AT HOURS CONVENIENT FOR HOUSEWIVES, LIBERAL PROVISION FOR TRANSFER CREDITS, EDUCATIONAL AND EMPLOYMENT COUNSELING, FINANCIAL ASSISTANCE FOR PART-TIME STUDY, NURSERY SERVICES, AND JOB PLACEMENT OR REFERRAL SERVICES. REASONS FOR INCREASING INTEREST OF MATURE WOMEN IN RETURNING TO COLLEGE AND THE SPECIAL SERVICES FOR AND PROBLEMS OF ADULT WOMEN ARE DISCUSSED. COLLEGES AND UNIVERSITIES WITH SPECIAL PROGRAMS OR SERVICES FOR ADULT WOMEN ARE LISTED BY STATES WITH A BRIEF DESCRIPTION OF EACH. THIS DOCUMENT IS AVAILABLE FOR 20 CENTS AS GPO NUMBER L13-19-10 FROM SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402. (PS)

ED 013 934 VT 002 762

BATES, NEIL W. AND OTHERS
GLAZING WORKBOOK.
CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO
PUB DATE 67

EDRS PRICE MF-\$1.50 HC NOT AVAILABLE FROM EDRS. 343P.

DESCRIPTORS *APPRENTICESHIPS, *GLAZIERS, *STUDY GUIDES, *TRADE AND INDUSTRIAL EDUCATION, GLASS.

THE TECHNICAL INFORMATION IN THIS STUDY GUIDE WAS PLANNED AND WRITTEN UNDER THE DIRECTION OF THE STATE EDUCATIONAL COMMITTEE FOR THE GLAZING TRADE FOR USE AS RELATED CLASSROOM INSTRUCTION IN THE GLAZING APPRENTICE TRAINING PROGRAM. THE UNITS ARE (1) THE APPRENTICE GLAZIER AND HIS TRADE, (2) BASIC MATHEMATICS, (3) APPLIED MATHEMATICS, (4) BLUEPRINT READING AND SKETCHING, (5) TOOLS AND EQUIPMENT, (6) MATERIALS, (7) GLASS PROCESSING, (8) INSTALLATION, (9) SUSPENDED GLAZING, AND (10) SPECIAL JOBS. TOPIC ASSIGNMENTS WITHIN EACH UNIT HAVE AN INTRODUCTION OF BACKGROUND INFORMATION AND AN OUTLINE OF MAJOR POINTS IN QUESTION FORM, A SECTION OF RELATED INFORMATION, A STUDY ASSIGNMENT FROM SUPPLEMENTARY MATERIALS, A STUDY GUIDE OF EXERCISES TO BE COMPLETED, AND A CHECKUP TEST OF TRUE-FALSE QUESTIONS FOR STUDENT SELF-EVALUATION. A RECORD OF TOPICS COMPLETED MAY BE KEPT IN THE STUDY GUIDE INDEX. THE STUDY OF THIS 144-HOUR COURSE BY INDENTURED APPRENTICES ON A GROUP OR INDIVIDUAL BASIS IS TO BE DIRECTED BY A QUALIFIED JOURNEYMAN OF THE TRADE. THE TOPICS CONTAIN DETAIL CONSTRUCTION DRAWINGS AND PHOTOGRAPHIC AND LINE-DRAWING ILLUSTRATIONS. A GLOSSARY OF TERMS AND A LIST OF REQUIRED AND RECOMMENDED INSTRUCTIONAL MATERIALS SUCH AS REFERENCE BOOKS, CATALOGS, BROCHURES, AND INSTALLATION MANUALS ARE INCLUDED.

TESTBOOKS AND FINAL EXAMINATIONS ARE AVAILABLE TO THE INSTRUCTOR. THIS DOCUMENT IS AVAILABLE FOR \$3.00 FROM BUREAU OF INDUSTRIAL EDUCATION, CALIFORNIA STATE DEPARTMENT OF EDUCATION, 721 CAPITOL MALL, SACRAMENTO, CALIFORNIA 95814. (HC)

ED 013 935 VT 002 768

REPORT OF WORK INJURIES TO MINORS UNDER 18 YEARS OF AGE, A STUDY OF 18 MONTHS' EXPERIENCE REPORTED BY 28 STATES, 1964-65.

BUREAU OF LABOR STANDARDS, WASHINGTON, D.C. (DOL)
REPORT NUMBER DOL-BLS-BULL-282
PUB DATE 66

EDRS PRICE MF-\$0.25 HC-\$1.24 29P.

DESCRIPTORS *EMPLOYEES, *INJURIES, *STATISTICAL SURVEYS, *YOUTH, ACCIDENTS, CHILD LABOR.

THE BUREAU OF LABOR STANDARDS FURNISHED REPORT FORMS AND GUIDES FOR COMPLETING THEM TO THE 28 PARTICIPATING STATES. DATA WERE COLLECTED BY MAIL ON A VOLUNTARY REPORTING BASIS DURING THE 18-MONTH PERIOD, JANUARY 1964 THROUGH JUNE 1965. FINDINGS INCLUDED - (1) A TOTAL OF 14,936 INJURIES TO EMPLOYED MINORS UNDER 18 YEARS OF AGE WAS REPORTED, (2) OF THESE, MORE THAN 60 PERCENT OCCURRED IN THE WHOLESALE AND RETAIL TRADE AND SERVICE INDUSTRIES, (3) MANUAL HANDLING OF MATERIALS AND EQUIPMENT RESULTED IN THE GREATEST NUMBER OF INJURIES, (4) MOST INJURIES, 46.4 PERCENT, OCCURRED WHEN WORKERS WERE STRUCK BY OR AGAINST OBJECTS, AND (5) MOST INJURIES, 42.9 PERCENT, WERE CUTS, ABRASIONS, PUNCTURES, AND BITES, BUT MANY OTHER KINDS OF MORE SERIOUS INJURIES WERE REPORTED. EXAMPLES OF THE FATALITIES AND INJURIES REPORTED ARE LISTED FOR THE FIELDS OF AGRICULTURE, CONSTRUCTION, MANUFACTURING, TRANSPORTATION, WHOLESALE TRADE, RETAIL TRADE, SERVICES, AND GOVERNMENT. RECOMMENDATIONS WERE MADE FOR IMPROVING SAFETY PROGRAMS IN SCHOOLS AND ON THE JOB, PROVIDING PERSONAL PROTECTIVE EQUIPMENT, AND IMPROVING EXISTING HAZARDOUS-OCCUPATIONS PROHIBITIONS TO INSURE THAT THEY AFFORD SUFFICIENT PROTECTION TO EMPLOYED MINORS. (PS)

ED 013 936 VT 002 779

HILLINGER, YVONNE M.
POWER SEWING.
NEW JERSEY STATE DEPT. OF EDUCATION, TRENTON

RUTGERS, THE STATE UNIV., NEW BRUNSWICK, N.J.

PUB DATE OCT 67
EDRS PRICE MF-\$1.25 HC NOT AVAILABLE FROM EDRS. 268P.

DESCRIPTORS *DEAF EDUCATION, *SEWING INSTRUCTION, *SEWING MACHINE OPERATORS, *STUDY GUIDES, *TRADE AND INDUSTRIAL EDUCATION, SPECIAL EDUCATION.

ALTHOUGH THE PRIMARY PURPOSE OF THIS STUDY GUIDE IS TO PROVIDE A TEXT IN POWER SEWING FOR DEAF PUPILS, IT CAN ALSO BE USED FOR STUDENTS WITH READING OR LEARNING DIFFICULTIES. DEVELOPED BY AN INSTRUCTOR WITH FACULTY HELP, THE TEXT FOLLOWS A COURSE OF STUDY APPROVED BY THE

BOARD OF EDUCATION AND HAS BEEN TESTED IN VARIOUS CLASSROOMS. UNITS ARE - (1) LET US LEARN ABOUT THE POWER SEWING MACHINE, (2) THE SINGLE-NEEDLE LOCKSTITCH MACHINE, (3) PRIMARY SEWING OPERATIONS, (4) SINGLE NEEDLE SEWING PROJECTS, (5) THE ZIG-ZAG MACHINE, (6) THE TWO-NEEDLE LOCKSTITCH MACHINE, (7) SPECIAL MACHINES, AND (8) MISCELLANEOUS. THE TEXT IS ILLUSTRATED WITH CARTOONS AND DRAWINGS, AND THE INSTRUCTIONS AND INFORMATION ARE IN SIMPLE LANGUAGE. TERMS OR NEW WORDS ARE DEFINED AND WRITTEN PHONETICALLY FOR EASE IN PRONUNCIATION. MOST TESTS ARE OF PRACTICAL NATURE, ASKING THE STUDENTS TO PERFORM WHAT THEY HAVE LEARNED. SAFETY IS EMPHASIZED, AND THE DEVELOPMENT OF BASIC SKILLS IS STRESSED FOR THIS COURSE WHICH IS RECOMMENDED FOR 10-15 PERIODS PER WEEK FOR 1 YEAR. THE TEACHER SHOULD BE CERTIFIED IN THE NEEDLE TRADES. THE STUDENTS ARE SELECTED FROM AMONG THOSE WHO ARE DEAF OR HAVE READING OR LANGUAGE DIFFICULTIES. A POWER SEWING SHOP WOULD BE REQUIRED. THIS DOCUMENT IS AVAILABLE FOR \$2.00 FROM VOCATIONAL-TECHNICAL CURRICULUM LABORATORY, RUTGERS UNIVERSITY, 10 SEMINARY PLACE, NEW BRUNSWICK, NEW JERSEY 08903. (MS)

ED 013 937 VT 002 780

DORNFIELD, BLANCHE E.
COMMERCIAL FOODS, MATHEMATICS-I.
NEW JERSEY STATE DEPT. OF EDUCATION, TRENTON
RUTGERS, THE STATE UNIV., NEW BRUNSWICK, N.J.

PUB DATE JUL 66
EDRS PRICE MF-\$0.75 HC NOT AVAILABLE FROM EDRS. 141P.

DESCRIPTORS *BASIC SKILLS, *FOOD SERVICE INDUSTRY, *MATHEMATICAL APPLICATIONS, *MATHEMATICS INSTRUCTION, *TRADE AND INDUSTRIAL EDUCATION, HIGH SCHOOLS, STUDY GUIDES.

THE UNDERSTANDING AND MASTERY OF FUNDAMENTAL MATHEMATICS IS A NECESSARY PART OF COMMERCIAL FOODS WORK. THIS STUDENT HANDBOOK WAS DESIGNED TO ACCOMPANY A COMMERCIAL FOODS COURSE AT THE HIGH SCHOOL LEVEL FOR STUDENTS WITH APPROPRIATE APTITUDES AND COMMERCIAL FOOD SERVICE GOALS. THE MATERIAL, TESTED IN VARIOUS INTERESTED CLASSROOMS, WAS PREPARED BY AN INDIVIDUAL INSTRUCTOR AND FOLLOWS THE COURSE OF STUDY APPROVED BY THE BOARD OF EDUCATION. THREE PERIODS PER WEEK FOR ONE YEAR ARE REQUIRED FOR THE UNITS - (1) WHOLE NUMBERS, (2) FRACTIONS, (3) DECIMALS, (4) PERCENTAGE, (5) MEASUREMENTS, AND (6) ACCOUNTS. EACH UNIT INCLUDES INDIVIDUAL LESSONS WITH OBJECTIVES, RELATED INFORMATION, AND PRACTICAL ASSIGNMENTS. THE TEACHER MAY BE A MATH SPECIALIST OR A COMMERCIAL FOODS INSTRUCTOR. THIS DOCUMENT IS AVAILABLE FOR \$1.50 FROM VOCATIONAL-TECHNICAL CURRICULUM LABORATORY, RUTGERS UNIVERSITY, 10 SEMINARY PLACE, NEW BRUNSWICK, NEW JERSEY 08903. (MS)

ED 013 938 VT 002 844
WORTHINGTON, ROGER G. AND OTHERS
PHY 300 PRE-TECHNICAL PHYSICS, COURSE OUTLINE.

NORTH CAROLINA STATE BOARD OF EDUCATION, RALEIGH
PUB DATE AUG 63
EDRS PRICE MF-\$0.25 HC-\$0.44 9P.

DESCRIPTORS *CURRICULUM GUIDES, *PRETECHNOLOGY PROGRAMS, *VOCATIONAL EDUCATION, PHYSICS, POST SECONDARY EDUCATION.

TEACHERS DEVELOPING LESSON PLANS FOR A COURSE IN BASIC PRINCIPLES AND CONCEPTS OF PHYSICS CAN USE THIS OUTLINE. IT WAS DEVELOPED BY A COMMITTEE OF TEACHERS AND WAS BASED ON EXPERIENCE AND CLASSROOM USE. THE OBJECTIVE OF THE COURSE IS TO HELP STUDENTS ACQUIRE AN UNDERSTANDING OF THE SCIENTIFIC APPROACH AND A WORKING KNOWLEDGE OF BASIC LABORATORY PROCEDURES AND EQUIPMENT THROUGH UNITS - (1) GENERAL LABORATORY PROCEDURES, (2) PROPERTIES AND RELATIONSHIP OF MATTER AND ENERGY, (3) SYSTEMS OF MEASUREMENT, (4) FORCE AND MOTION, (5) FRICTION, AND (6) POWER TRANSMISSION. THE 48-HOUR COURSE IS FOR STUDENTS ENTERING POST-HIGH SCHOOL PRETECHNICAL EDUCATION PROGRAMS WITHOUT BASIC HIGH SCHOOL PHYSICS. THE TEACHER SHOULD BE QUALIFIED TO TEACH PHYSICS. THIS MIMEOGRAPHED DOCUMENT LISTS TWO SUGGESTED TEXTS AND TWO REFERENCES. (HC)

ED 013 939 VT 002 924

COLICCHIO, ANTOINETTE J.
NEEDLE TRADES, MATHEMATICS-I.
NEW JERSEY STATE DEPT. OF EDUCATION, TRENTON
RUTGERS, THE STATE UNIV., NEW BRUNSWICK, N.J.

PUB DATE JUL 60
EDRS PRICE MF-\$1.00 HC NOT AVAILABLE FROM EDRS. 245P.

DESCRIPTORS *NEEDLE TRADES, *PRACTICAL MATHEMATICS, *STUDY GUIDES, *TRADE AND INDUSTRIAL EDUCATION, HIGH SCHOOLS.

THE NEEDLE TRADES INDUSTRY CONSISTS OF THREE TYPES OF ESTABLISHMENTS - THE REGULAR MANUFACTURERS, THE APPAREL JOBBERS, AND THE CONTRACTORS. THE FUNCTIONS INCLUDED COVER A WIDE SCOPE FROM BUYING OF RAW MATERIAL TO SELLING OF THE FINISHED APPAREL. THE PURPOSE OF THIS STUDY GUIDE IS TO FURNISH BASIC KNOWLEDGE IN MATHEMATICS AND DEVELOP SKILL IN SOLVING MATHEMATICAL PROBLEMS PERTINENT TO THE NEEDLE TRADES. IT WAS PREPARED BY THE AUTHOR AND FOLLOWS COURSE OF STUDY APPROVED BY THE BOARD OF EDUCATION. THE GUIDE INCLUDES SOME LESSONS DESIGNED FOR CLASS DISCUSSION AND OTHERS FOR TEACHING COMPUTATION, JUDGMENT, ETC. UNITS INCLUDE - (1) WHOLE NUMBERS, (2) FRACTIONS, (3) MEASUREMENT, (4) RATIO AND PROPORTION, (5) DECIMALS, (6) PERCENTAGE, (7) GEOMETRIC FORMS, AND (8) ACCOUNTS. ALL ARE RELATED TO VARIOUS ASPECTS OF THE NEEDLE TRADES. RELATED INFORMATION AND APPLICABLE PROBLEMS ARE GIVEN WITH EACH UNIT, AND UNIT ACHIEVEMENT TESTS ARE PROVIDED. THE INSTRUCTOR SHOULD BE A MATH SPECIALIST OR A NEEDLE TRADES INSTRUCTOR. THE STUDENT SHOULD BE OF HIGH SCHOOL AGE, HAVE A NEEDLE TRADES GOAL, AND HAVE A MEDIUM APTITUDE FOR THE OCCUPATION. THIS DOCUMENT IS AVAILABLE FOR \$2.00 FROM VOCATIONAL-TECHNICAL CURRICULUM LABORATORY, RUT-

TERS UNIVERSITY, 10 SEMINARY PLACE, NEW BRUNSWICK, NEW JERSEY 08903. (MS)

ED 013 940 VT 002 935
MOTHER AND INFANT CARE, PRACTICAL NURSE TRAINING PROGRAM, LESSON PLANS, PREPARED BY PRACTICAL NURSING INSTRUCTORS DURING CONFERENCE (UNIVERSITY OF TENNESSEE, AUGUST 14-18, 1961).

TENNESSEE STATE BOARD FOR VOC. EDUC., MURFREESBORO
TENNESSEE UNIV., KNOXVILLE, COLL. OF EDUCATION
PUB DATE 67
EDRS PRICE MF-\$0.75 HC NOT AVAILABLE FROM EDRS. 167P.

DESCRIPTORS *HEALTH OCCUPATIONS EDUCATION, *NURSING, *PRACTICAL NURSES, *PREGNANCY, *TEACHING GUIDES, ADULT VOCATIONAL EDUCATION, CHILD CARE, MOTHERS.

PRACTICAL NURSE INSTRUCTORS, IN CONFERENCE, COMPILED THIS INDIVIDUALLY PLANNED AND TESTED MATERIAL TO BE USED IN PRACTICAL NURSE EDUCATION. THIRTY-TWO LESSON PLANS ON THE SUBJECT OF MOTHER AND INFANT CARE COVER TOPICS RANGING FROM THE REPRODUCTIVE SYSTEM TO COMPLICATIONS INVOLVING THE NEWBORN. EACH PLAN INCLUDES AIM, REFERENCES, MATERIALS, INSTRUCTIONAL AIDS, AND EVALUATION SUGGESTIONS. BECAUSE THESE PLANS ARE TO SERVE ONLY AS GUIDES FOR INSTRUCTORS IN THE PREPARATION OF DAILY PLANS, THERE IS NO SPECIFIC TIME ALLOTMENT FOR THE COURSE. THE TEACHER SHOULD BE A REGISTERED NURSE WHO IS CERTIFIED TO TEACH. THE STUDENT SHOULD BE A HIGH SCHOOL GRADUATE OR THE EQUIVALENT. A TALK, "CHILDBIRTH AND CIVILIZATION," BY DR. SAM C. COWAN, SR., NASHVILLE OBSTETRICIAN, IS INCLUDED. TEN OR FEWER COPIES ARE AVAILABLE FOR \$3.00 FROM VOCATIONAL CURRICULUM LABORATORY, BOX 1114, MURFREESBORO, TENNESSEE 37130. (MS)

ED 013 941 VT 002 988

DOVER, BUEL H.
AUTO PARTS MAN, WORKBOOK.
CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO

PUB DATE 67
EDRS PRICE MF-\$0.75 HC NOT AVAILABLE FROM EDRS. 155P.

DESCRIPTORS *AUTO PARTS MEN, *MARKETING, *MOTOR VEHICLES, *STUDY GUIDES, *TRADE AND INDUSTRIAL EDUCATION, APPRENTICESHIPS, POST SECONDARY EDUCATION.

THE INFORMATION IN THIS STUDY GUIDE WAS DEVELOPED FOR USE IN THE RELATED TECHNICAL CLASSROOM INSTRUCTION PHASE OF THE AUTO PARTS MAN APPRENTICE TRAINING PROGRAM. THE MATERIAL WAS PLANNED UNDER THE DIRECTION OF THE STATE EDUCATIONAL ADVISORY COMMITTEE FOR THE 'AUTOMOTIVE TRADE. THE UNITS ARE (1) SCOPE AND OPPORTUNITY, (2) AREAS OF RESPONSIBILITY, (3) CATALOGING SYSTEMS, (4) INVENTORY AND CONTROL, (5) COUNTER SALES, AND (6) DISPLAYS THAT SELL. EACH UNIT CONTAINS STUDY TOPICS WHICH HAVE AN INTRODUCTION OF BACKGROUND INFORMATION WITH AN OUTLINE OF THE MAJOR POINTS IN QUESTION FORM, A SECTION OF RELATED INFORMATION, A STUDY GUIDE OF EXERCISES TO BE COMPLETED, AND A TEST

FOR STUDENT SELF-EVALUATION. PHOTOGRAPHIC AND LINE DRAWING ILLUSTRATIONS ARE INCLUDED IN THE RELATED INFORMATION. A RECORD OF TOPICS COMPLETED MAY BE KEPT IN THE STUDY GUIDE INDEX. THE STUDY OF THIS 144-HOUR COURSE BY INDENTURED APPRENTICES TO BE DIRECTED BY A QUALIFIED JOURNEYMAN OF THE TRADE. A LIST OF REQUIRED INSTRUCTIONAL MATERIALS IS PROVIDED. TESTBOOKS AND FINAL EXAMINATIONS ARE AVAILABLE TO THE INSTRUCTORS. THIS DOCUMENT IS AVAILABLE FOR \$2.00 FROM BUREAU OF INDUSTRIAL EDUCATION, CALIFORNIA STATE DEPARTMENT OF EDUCATION, 721 CAPITAL MALL, SACRAMENTO, CALIFORNIA 95814. (HC)

ED 013 942 VT 003 001
BUSINESS LETTER WRITING FOR "PRACTICAL BUSINESS CORRESPONDENCE FOR COLLEGES," THIRD EDITION, ROBERTSON AND WALKER, SOUTHWESTERN PUBLISHING COMPANY, 1966, INSTRUCTOR'S GUIDE. LOUISIANA ST. VOCAT. CURRICULUM DEV. AND RES. CTR.
PUB DATE 67
EDRS PRICE MF-\$0.50 HC NOT AVAILABLE FROM EDRS. 88P.

DESCRIPTORS *ANSWER KEYS, *OFFICE OCCUPATIONS EDUCATION, *STUDY GUIDES, *TESTS, BUSINESS CORRESPONDENCE, POST SECONDARY EDUCATION.

OBJECTIVES OF THE POST-SECONDARY COURSE ARE (1) TO HELP STUDENTS ANALYZE PROBLEMS AND THINK IN TERMS OF A FUNCTIONAL RATHER THAN A LITERARY APPROACH IN THE USE OF BUSINESS MESSAGES, (2) TO HUMANIZE WRITTEN MESSAGES THROUGH A NATURAL PSYCHOLOGICAL APPROACH, (3) TO CULTIVATE HABITS OF ACCURACY AND CORRECTNESS, (4) TO DEVELOP A WRITING STYLE FITTED TO THE PURPOSE OF THE MESSAGE AND ADAPTED TO THE READER. THE MATERIALS WERE DEVELOPED BY A COMMITTEE OF TEACHERS AT THE STATE LEVEL. THE GUIDE INCLUDES A PRETEST, 14 UNITS WITH ASSIGNMENTS AND INSTRUCTIONS FOR THE STUDENTS, STUDY GUIDE QUESTIONS, TESTS, AND TEACHER ANSWER SHEETS FOR STUDY GUIDE AND TEST QUESTIONS. EXAMPLES OF UNITS ARE HUMAN RELATIONS IN EFFECTIVE LETTERS, LETTERS THAT SECURE EMPLOYMENT, AND LETTERS THAT SELL. SUPPLEMENTARY REFERENCES ARE LISTED. THIS DOCUMENT IS AVAILABLE IN SINGLE COPY ONLY FOR \$2.00 FROM VOCATIONAL CURRICULUM DEVELOPMENT AND RESEARCH CENTER, P.O. BOX 657, NATCHITOCHES, LOUISIANA 71457. (PS)

ED 013 943 VT 003 004
ELECTRIC MOTORS FOR FARM USE. ILLINOIS UNIV., URBANA, COLL. OF AGRICULTURE
PUB DATE 62
EDRS PRICE MF-\$0.25 HC NOT AVAILABLE FROM EDRS. 33P.

DESCRIPTORS *ELECTRIC MOTORS, *TEXTBOOKS, *VOCATIONAL AGRICULTURE,

BETWEEN 2 AND 8 HOURS ARE REQUIRED FOR USE OF THIS TEXTUAL OR REFERENCE MATERIAL ON ELECTRIC MOTORS. IT WAS DEVELOPED BY AN AGRICULTURAL EDUCATION-AGRICULTURAL ENGINEERING SPECIALIST ON THE BASIS

OF CONFERENCES WITH SUBJECT MATTER SPECIALISTS, TEACHER EDUCATORS, SUPERVISORS, AND TEACHERS. THE OBJECTIVES AND SUBJECT MATTER CENTER AROUND THE FOLLOWING QUESTIONS - (1) WHAT ARE THE ADVANTAGES OF ELECTRIC MOTORS, (2) WHAT FACTORS SHOULD I CONSIDER IN SELECTING AN ELECTRIC MOTOR, (3) HOW CAN I IDENTIFY AND SELECT THE PROPER TYPE AND SIZE OF ELECTRIC MOTORS, (4) HOW SHOULD I INSTALL THE MOTOR PROPERLY, (5) WHAT CARE SHOULD I GIVE AN ELECTRIC MOTOR, (6) HOW CAN I DETERMINE WHAT IS WRONG WHEN A MOTOR WILL NOT OPERATE, AND (7) WHAT ARE THE IMPORTANT PRINCIPLES OF ELECTRIC MOTORS. DEMONSTRATIONS AND SHOP EXERCISES ARE SUGGESTED. ILLUSTRATIONS ARE INCLUDED. DESIGNED FOR BOTH HIGH SCHOOL AND POST-HIGH SCHOOL USE, THE MATERIAL IS APPROPRIATE FOR THOSE STUDENTS WHO HAVE AVERAGE ABILITY, AGRICULTURAL INTEREST, AND AN OCCUPATIONAL OBJECTIVE. THIS DOCUMENT IS AVAILABLE FOR 45 CENTS FROM VOCATIONAL AGRICULTURE SERVICE, 434 MUMFORD HALL, UNIVERSITY OF ILLINOIS, URBANA, ILLINOIS 61801. (JM)

ED 013 944 VT 003 014
COURT REPORTING. (BUSINESS TECHNOLOGY). NORTH CAROLINA STATE BOARD OF EDUCATION, RALEIGH
REPORT NUMBER T28
PUB DATE 01 MAY 66
EDRS PRICE MF-\$0.25 HC-\$0.52 11P.

DESCRIPTORS *BUSINESS EDUCATION, *COURT REPORTERS, *CURRICULUM, POST SECONDARY EDUCATION.

A CURRICULUM IS OUTLINED FOR PROVIDING THE STUDENT WITH THE NECESSARY SKILLS IN TYPING, MACHINE SHORTHAND, DICTATION, TRANSCRIPTION, AND TERMINOLOGY FOR EMPLOYMENT AS A COURT REPORTER AND/OR CONFERENCE REPORTER. IT WAS DESIGNED FOR USE IN TECHNICAL INSTITUTES AND COMMUNITY COLLEGES BY ADMINISTRATORS AND INSTRUCTORS FOR PLANNING A 6-QUARTER, PREEMPLOYMENT CURRICULUM. THE MATERIAL WAS DEVELOPED BY A CURRICULUM COMMITTEE AT THE STATE LEVEL, EVALUATED BY A COMMITTEE AND TEACHERS, AND REVISED TO INCORPORATE TEACHER SUGGESTIONS. THE TEACHER SHOULD BE A SECRETARIAL SCIENCE INSTRUCTOR WITH STENOGRAPHY EXPERIENCE. COURSE DESCRIPTIONS FOR EACH QUARTER ARE PRESENTED. (PS)

ED 013 945 VT 003 015
TRAFFIC AND TRANSPORTATION. (BUSINESS TECHNOLOGY). NORTH CAROLINA STATE BOARD OF EDUCATION, RALEIGH
REPORT NUMBER T34
PUB DATE 01 FEB 66
EDRS PRICE MF-\$0.25 HC-\$0.52 11P.

DESCRIPTORS *BUSINESS EDUCATION, *CURRICULUM, TECHNICAL EDUCATION, TRANSPORTATION,

THE PREEMPLOYMENT, 6-QUARTER CURRICULUM IS FOR USE IN TECHNICAL INSTITUTES AND COMMUNITY COLLEGES. ITS PURPOSE IS TO PROVIDE TRAINING IN NEW TECHNIQUES AND UNDERSTANDING OF THE LATEST STATE AND FEDERAL REGULATIONS APPLICABLE TO TRAFFIC AND TRANSPORTATION. GRADUATES

OF THIS CURRICULUM MAY SEEK CAREER OPPORTUNITIES AS TRAFFIC REPRESENTATIVES, CLAIMS REPRESENTATIVES, DISPATCHERS, RATE ANALYSTS, AND OPERATIONAL SUPERVISORS. THE MATERIAL WAS DEVELOPED BY A CURRICULUM COMMITTEE ON TRAFFIC AND TRANSPORTATION, EVALUATED BY TEACHERS, AND REVISED. THE TEACHER SHOULD HAVE BOTH A MAJOR AND EXPERIENCE IN TRANSPORTATION. COURSE DESCRIPTIONS FOR EACH QUARTER AND POSSIBLE ELECTIVES ARE GIVEN. (PS)

ED 013 946 VT 003 023
CONFERENCE LEADERSHIP. LOUISIANA ST. VOCAT. CURRICULUM DEV. AND RES. CTR.
PUB DATE 67
EDRS PRICE MF-\$0.75 HC NOT AVAILABLE FROM EDRS. 137P.

DESCRIPTORS *CONFERENCES, *LEADERS GUIDES, *LEADERSHIP TRAINING, *TEXTBOOKS, *TRADE AND INDUSTRIAL EDUCATION, ADULT VOCATIONAL EDUCATION, SUPERVISORS,

THIS INSTRUCTIONAL MATERIAL IS FOR USE BY PERSONS WHO CONDUCT CONFERENCE LEADER TRAINING PROGRAMS. SPECIFICALLY, ITS PURPOSE IS TO TRAIN VOCATIONAL TRADE AND INDUSTRIAL EDUCATION PEOPLE TO CONDUCT TRAINING CONFERENCES FOR INDUSTRY. IT IS INTENDED FOR USE IN AREA VOCATIONAL SCHOOLS IN THE PROMOTION AND DEVELOPMENT OF SUPERVISORY PERSONNEL DEPARTMENT. THE MATERIAL WAS DEVELOPED BY A COMMITTEE AT THE STATE LEVEL. THE SESSION TITLES ARE - (1) THE CONFERENCE, (2) THE CONFERENCE LEADER, (3) PREPARING FOR A CONFERENCE, (4) CONDUCTING A CONFERENCE, (5) THE CONFERENCE REPORT, (6) SCOPE OF SUPERVISORY PERSONNEL DEVELOPMENT, AND (7) THE FORTY-HOUR WORKSHOP. INFORMATION IS TO BE PRESENTED BY LECTURE TO GROUPS OF 12 TO 15 PEOPLE IN 6 HOURS. APPROXIMATELY 34 HOURS ARE TO BE USED BY STUDENTS FOR CONDUCTING PRACTICE SESSIONS. EACH STUDENT IS TO COMPILE HANDOUT MATERIAL INTO A NOTEBOOK FOR FUTURE USE. SOURCE OF HANDOUT MATERIAL IS GIVEN. THE TEACHER SHOULD BE A TRAINED CONFERENCE LEADER, AND STUDENTS SHOULD BE MATURE ADULTS WHO ARE IN OR PLAN TO BE IN SUPERVISORY POSITIONS. REFERENCES AND AN EXTENSIVE LIST OF FILMS ARE INCLUDED. THIS DOCUMENT IS AVAILABLE FOR \$2.00 FROM VOCATIONAL CURRICULUM DEVELOPMENT AND RESEARCH CENTER, P.O. BOX 657, NATCHITOCHES, LOUISIANA 71457. (MM)

ED 013 947 VT 003 024
INTRODUCTION TO MANAGEMENT FOR INDUSTRIAL SUPERVISORS. LOUISIANA ST. VOCAT. CURRICULUM DEV. AND RES. CTR.
PUB DATE 65
EDRS PRICE MF-\$0.75 HC NOT AVAILABLE FROM EDRS. 180P.

DESCRIPTORS *MANAGEMENT, *SUPERVISORS, *TEACHING GUIDES, *TRADE AND INDUSTRIAL EDUCATION, ADULT VOCATIONAL EDUCATION, INDUSTRIAL STRUCTURE, LABOR UNIONS, LEADERSHIP TRAINING, REFERENCE MATERIALS,

SUBJECT MATTER AND SUPPLEMENTAL MATERIALS FOR USE IN CONDUCTING A 10-HOUR INDUSTRIAL SUPERVIS-

ORY TRAINING CONFERENCE IN BASIC MANAGEMENT FUNDAMENTALS AND CONCEPTS ARE PRESENTED IN THIS TEACHER GUIDE. IT WAS DEVELOPED BY A STATE COMMITTEE AS A FIRST COURSE IN A SERIES FOR SUPERVISORY PERSONNEL WHO HAVE HAD LITTLE OR NO PREVIOUS SUPERVISORY TRAINING AND FOR PERSONNEL WHO HAVE HAD PREVIOUS TRAINING, BUT LACK A BASIC MANAGEMENT COURSE. THE 2-HOUR SESSIONS ARE - (1) HISTORY OF MANAGEMENT, (2) ORGANIZATIONAL STRUCTURE, (3) MAJOR RESPONSIBILITIES OF MANAGEMENT, (4) ORGANIZED LABOR, AND (5) LEADERSHIP. OUTLINE FORM IS USED FOR MOST SESSIONS AND CHARTING MATERIALS AND CHARTING TECHNIQUES, HANDOUT MATERIAL, DISCUSSION TECHNIQUES, VERBATIM QUOTES, AND VISUAL AIDS ARE PROVIDED. PRESENTATION SHOULD BE ON AN INFORMAL LECTURE BASIS BY A TEACHER SKILLED IN SUPERVISORY TECHNIQUES. THE 20 HANDOUT SHEETS SERVE AS REFERENCE MATERIAL FOR THE TRAINEES. A BIBLIOGRAPHY AND AMPLE MATERIAL ARE PROVIDED SO THAT THE TEACHER MAY ADAPT THE COURSE TO HIS INDIVIDUAL DESIRES. THIS DOCUMENT IS AVAILABLE IN SINGLE COPY ONLY FOR \$2.00 FROM VOCATIONAL CURRICULUM DEVELOPMENT AND RESEARCH CENTER, P.O. BOX 667, NATCHITOCHE, LOUISIANA 71457. (HC)

ED 013 948 VT 003 114
BARBERING, A STUDY GUIDE AND PROGRESSION RECORD FOR BARBERING STUDENTS IN A COOPERATIVE TRAINING PROGRAM.
ALABAMA UNIV. UNIVERSITY
REPORT NUMBER UA-FILE-1338
PUB DATE NOV 63
EDRS PRICE MF-\$0.75 HC NOT AVAILABLE FROM EDRS. 75P.

DESCRIPTORS *BARBERS, *COOPERATIVE EDUCATION, *STUDY GUIDES, *TRADE AND INDUSTRIAL EDUCATION, GRADE 11, GRADE 12, STUDENT RECORDS, QUESTION-TYPE JOB OR ASSIGNMENT SHEETS IN THIS GUIDE DIRECT THE STUDENT'S RELATED STUDY IN COOPERATIVE TRAINING PROGRAMS. THE MATERIAL WAS DEVELOPED BY TRADE AND INDUSTRIAL COORDINATORS, SUBJECT MATTER SPECIALISTS, AND TEACHER EDUCATORS. IT WAS TESTED BY USE IN HIGH SCHOOL PROGRAMS. THE 61 JOB SHEETS ARE KEYED TO THREE RELATED REFERENCE BOOKS, BUT COORDINATOR MAY SUPPLEMENT THE STUDENT'S STUDY WITH ADDITIONAL MATERIAL. COMPLETED JOB EXPERIENCES AND RELATED READINGS ARE TO BE RECORDED ON THE JOB SHEETS WHICH COVER THE HISTORY OF BARBERING, LADIES' HAIRCUTS, THE VOLUNTARY MUSCLES OF THE HEAD, ACNE FACIALS, ETC. A TRADE ANALYSIS PROGRESS FORM FOR TEACHER AND STUDENT USE IS PROVIDED FOR RECORDING COMPOSITE JOB PERFORMANCE AND REFERENCE READINGS DURING THE 2-YEAR PROGRAM. THE MATERIAL WAS DEVELOPED FOR GRADE 11 AND GRADE 12 STUDENTS IN AREA VOCATIONAL OR COMPREHENSIVE HIGH SCHOOLS. THIS MIMEOGRAPHED DOCUMENT INCLUDES A BIBLIOGRAPHY OF RELATED REFERENCES AND SUPPLEMENTARY MATERIALS. THIS DOCUMENT IS AVAILABLE FOR \$1.50 FROM TRADE AND INDUSTRIAL EDUCATION, BOX 2847, UNIVERSITY, ALABAMA 35486. AN ANSWER BOOK (VT 003 115) IS ALSO AVAILABLE, \$1.00 EACH. (HC)

ED 013 949 08 VT 003 145
TOWERS, EDWARD R.
AN INDUSTRIAL ARTS CURRICULUM PROJECT FOR THE JUNIOR HIGH SCHOOL.
OHIO STATE UNIV., COLUMBUS
REPORT NUMBER BR-5-0059
PUB DATE JAN 67
CONTRACT OEC-5-85-066
EDRS PRICE MF-\$0.25 HC-\$1.68 40P.

DESCRIPTORS *CURRICULUM RESEARCH, *EDUCATIONAL OBJECTIVES, *EDUCATIONAL THEORIES, *INDUSTRIAL ARTS, *INDUSTRY, COURSE ORGANIZATION, CURRICULUM DEVELOPMENT, GRADE 7, GRADE 8, INDUSTRIAL ARTS CURRICULUM PROJECT, INDUSTRIAL TECHNOLOGY, LITERATURE REVIEWS, PRAXIOLOGY.

THE GENERAL PURPOSE OF THE PROJECT IS TO EFFECT CURRICULUM CHANGE IN INDUSTRIAL ARTS. DURING THE FIRST PHASE, COVERED BY THIS REPORT, EFFORTS WERE DIRECTED TOWARD CONCEPTUALIZING A STRUCTURE OF INDUSTRY AS A BASIS FOR CONTENT IN INDUSTRIAL ARTS, AND TRANSLATING THIS STRUCTURE INTO A SYLLABUS WHICH OUTLINES A JUNIOR HIGH SCHOOL PROGRAM OF INDUSTRIAL ARTS. TO ACCOMPLISH THESE IT WAS NECESSARY TO DEVELOP A RATIONALE WHICH WAS REVISED AS A RESULT OF CONSIDERATION BY AN ADVISORY COMMITTEE, TASK FORCE GROUPS, AND RESPONSES FROM 100 LEADERS IN EDUCATION WHO ANSWERED A DETAILED QUESTIONNAIRE. THE RESULTING RATIONALE (VT 003 203) WAS USED IN DISSEMINATION LECTURES. FEEDBACK FROM THESE WAS A DETERMINANT IN DEVELOPING DAILY INSTRUCTIONAL OBJECTIVES (VT 003 202), A TEACHING PROGRAM FOR "INDUSTRIAL TECHNOLOGY, THE WORLD OF CONSTRUCTION" (VT 003 210), AND A DETAILED OUTLINE OF THE STUDENT'S READING ASSIGNMENTS FOR THE FIRST YEAR OF THE PROGRAM (VT 003 204). A COPY OF THE RATING SCALE USED IN SOME OF THE DISSEMINATION SESSIONS AND A SUMMARY OF RESULTS ARE INCLUDED. (EM)

ED 013 950 VT 003 160
SMALL CRAFT OPERATION AND NAVIGATION, INSTRUCTOR'S GUIDE.
LOUISIANA ST. DEPT. OF EDUC., BATON ROUGE
LOUISIANA ST. VOCAT. CURRICULUM DEV. AND RES. CTR.
PUB DATE 60
EDRS PRICE MF-\$0.25 HC NOT AVAILABLE FROM EDRS. 50P.

DESCRIPTORS *BOATMEN, *CURRICULUM GUIDES *TRADE AND INDUSTRIAL EDUCATION, *NAVIGATION, *TEACHING GUIDES, ADULT VOCATIONAL EDUCATION.

THE MATERIAL IN THIS COURSE IN MARINE NAVIGATION AND SMALL CRAFT OPERATION ON INLAND AND INTERNATIONAL WATERS WAS DEVELOPED BY AN INDIVIDUAL AUTHOR FOR USE IN TRADE SCHOOL PREPARATORY AND EXTENSION CLASSES FOR MALE ADULTS WHO PLAN TO OPERATE BOATS. THE OBJECTIVE IS TO PREPARE THE SMALL BOAT OPERATOR FOR HIS OWN CONTINUATION IN THE STUDY OF NAVIGATION. THE COURSE IS PRIMARILY CONCERNED WITH TECHNIQUES OF OFF-SHORE NAVIGATION ENCOUNTERED BY THE FISHING INDUSTRIES IN THE GULF OF MEXICO. THE INSTRUCTIONAL MATERIALS ARE - (1) RULES AND REGULATIONS (12-15 HOURS), (2) AIDS TO NAVIGATION (15-18 HOURS),

AND (3) THE MARINE COMPASS AND PLOTTING (9-12 HOURS). EACH PART HAS AN INSTRUCTIONAL OUTLINE AND LESSON PLANS. EACH LESSON PLAN PROVIDES OBJECTIVES, INSTRUCTIONAL MATERIALS REQUIRED, INTRODUCTION, OUTLINE, AND CLASSROOM ACTIVITIES GROUPED BY 1-HOUR PERIODS WITHIN EACH 3-HOUR CLASS TIME ALLOTMENT. THE COURSE IS DESIGNED FOR INEXPERIENCED OPERATORS BUT IS COMPREHENSIVE ENOUGH FOR THOSE WITH SOME EXPERIENCE IN OPERATION AND NAVIGATION. THE INSTRUCTOR MUST BE SKILLED IN BOAT OPERATION AND NAVIGATION. THE PRIMARY TEXT FOR THE COURSE IS "CHAPMAN'S PILOTING SEAMANSHIP AND SMALL BOAT HANDLING." THIS GUIDE IS AVAILABLE FOR \$2.00 IN SINGLE COPIES FROM VOCATIONAL CURRICULUM DEVELOPMENT AND RESEARCH CENTER, P.O. BOX 667, NATCHITOCHE, LOUISIANA 71457. A STUDENT REFERENCE TEXTBOOK (VT 003 171) IS ALSO AVAILABLE FROM THE SAME SOURCE. (HC)

ED 013 951 VT 003 165
MCGONIGAL, JAMES
DATA PROCESSING, LABORATORY PROCEDURES AND THEORY, COURSE OF STUDY.
RUTGERS, THE STATE UNIV., NEW BRUNSWICK, N.J.
NEW JERSEY STATE DEPT. OF EDUCATION, TRENTON
PUB DATE JUN 67
EDRS PRICE MF-\$0.50 HC NOT AVAILABLE FROM EDRS. 64P.

DESCRIPTORS *BUSINESS EDUCATION, *CURRICULUM, *CURRICULUM GUIDES, *DATA PROCESSING, HIGH SCHOOLS, POST SECONDARY EDUCATION.

DESIGNED FOR TEACHER USE, AN OUTLINE OF UNITS FOR A COURSE OF STUDY IN DATA PROCESSING FOR GRADES 9, 10, 11, AND 12 IS PRESENTED. THE PROGRAM IS DESIGNED FOR THE STUDENT WHO WISHES TO MAKE A CAREER OF DATA PROCESSING. THE PROGRAM CAN BE ADAPTED TO THE STUDENT WHO WISHES TO ENTER INDUSTRY IMMEDIATELY UPON GRADUATION OR TO THE ONE WHO WISHES TO HAVE NECESSARY COLLEGE ENTRANCE REQUIREMENT FOR CONTINUING HIS EDUCATION. SKILLS TO BE DEVELOPED INCLUDE THE OPERATION OF TABULATING EQUIPMENT AND ELECTRONIC COMPUTERS. COMPUTER CONCEPTS AND PROGRAMING ARE CENTERED AROUND THE IBM 1401. THE MATERIAL WAS DEVELOPED BY LOCAL AND COUNTY DATA PROCESSING INSTRUCTORS AND TESTED THROUGH CLASSROOM USE. UNIT OUTLINES ARE INCLUDED FOR THE FOLLOWING EQUIPMENT - IBM 026, 082, 548, 514, 085, 402, 1401, 1311, 1402, 1403, AND THE PHILCO CORPORATION BINARY NUMBER TRAINER. OTHER COURSES NECESSARY TO THE STUDENT SUCH AS SCIENCE, MATHEMATICS, AND BOOKKEEPING ARE NOT LISTED. A BIBLIOGRAPHY OF PUBLICATIONS AND SOURCES OF AUDIOVISUAL AIDS ARE INCLUDED. THIS DOCUMENT IS AVAILABLE FOR \$1.00 FROM VOCATIONAL-TECHNICAL CURRICULUM LABORATORY, 10 SEMINARY PLACE, RUTGERS UNIVERSITY, NEW BRUNSWICK, NEW JERSEY 08903. (PS)

ED 013 952 VT 003 167
GUNN, VIRLAH
GUIDE FOR COURSE OF STUDY FOR COOK (HOTEL AND RESTAURANT) (ENTRY).

TENNESSEE STATE DEPT. OF EDUCATION, NASHVILLE
PUB DATE 67
EDRS PRICE MF-\$0.50 HC NOT AVAILABLE FROM EDRS. 127P.

DESCRIPTORS *COOKS, *CURRICULUM GUIDES, *HOME ECONOMICS EDUCATION, ADULT VOCATIONAL EDUCATION, FOOD SERVICE, MDTA PROGRAMS.

DESIGNED FOR TEACHER USE, THIS GUIDE FOR TRAINING COOKS IN HOTEL AND RESTAURANT OCCUPATIONS AIMS- (1) TO DEVELOP MANIPULATIVE SKILLS, (2) TO DEVELOP UNDERSTANDING OF THE BASIC PRINCIPLES OF SCIENCE, MATHEMATICS, AND RELATED KNOWLEDGE THAT CONDITION THESE SKILLS, (3) TO UNDERSTAND THE ADVANTAGES OF STEADY EMPLOYMENT, (4) TO DEVELOP HIGH STANDARDS OF CLEANLINESS AND PERSONAL HYGIENE, (5) TO DEVELOP ATTITUDES REQUIRED FOR OBTAINING AND ADVANCING IN A JOB, AND (6) TO DEVELOP SOME UNDERSTANDING OF THE PRACTICAL APPLICATION OF SCIENCE IN FOOD SERVICE AND APPRECIATION OF ARTISTIC PRINCIPLES BASIC TO FOOD PREPARATION. THE GUIDE WAS DEVELOPED BY AN INSTRUCTOR AT THE CHATTANOOGA OCCUPATIONAL TRAINING CENTER, REVIEWED BY A COMMITTEE, AND TESTED IN SEVERAL PROJECTS. IT IS INTENDED FOR USE IN MANPOWER DEVELOPMENT AND TRAINING ACT (MDTA) CLASSES, AND STUDENTS SHOULD MEET MDTA CRITERIA. THE TEACHER SHOULD BE SKILLED IN THE TRADE AND HAVE TEACHER TRAINING EXPERIENCE. TIME REQUIRED IS 1,440 HOURS, OF WHICH 360 HOURS ARE DEVOTED TO PRE-VOCATIONAL AND REMEDIAL EDUCATION. SOME UNIT TITLES ARE- (1) NUTRITION, (2) SAFETY, (3) EQUIPMENT, (4) MEAT COOKERY, (5) SALADS, (6) DESSERTS, (7) STANDARDS FOR FOOD PRODUCTS, AND (8) BASIC EDUCATION RELATED TO FOOD PREPARATION. AN APPENDIX, CONTAINING MISCELLANEOUS FOOD AND EQUIPMENT INFORMATION, A GLOSSARY, AND A LIST OF REFERENCES ARE INCLUDED. THIS DOCUMENT IS AVAILABLE IN SINGLE COPY ONLY FOR \$2.00 FROM VOCATIONAL CURRICULUM LABORATORY, BOX 1114, MURFREESBORO, TENNESSEE 37130. (MS)

ED 013 953 VT 003 171
SMALL CRAFT OPERATION AND NAVIGATION.
LOUISIANA ST. DEPT. OF EDUC., BATON ROUGE
LOUISIANA ST. VOCAT. CURRICULUM DEV. AND RES. CTR.
PUB DATE 60
EDRS PRICE MF-\$0.50 HC NOT AVAILABLE FROM EDRS. 104P.

DESCRIPTORS *BOATMEN, *NAVIGATION, *TEXTBOOKS, *TRADE AND INDUSTRIAL EDUCATION, ADULT VOCATIONAL EDUCATION, ASSIGNMENTS, PROBLEM SOLVING, REFERENCE MATERIALS.

THIS REFERENCE TEXTBOOK WAS PREPARED FOR USE IN THE FIRST PART OF A TWO-PART COURSE IN MARINE NAVIGATION AND SMALL CRAFT OPERATION ON INLAND AND INTERNATIONAL WATERS. THE MATERIAL WAS DEVELOPED BY AN INDIVIDUAL AUTHOR FOR USE IN TRADE SCHOOL PREPARATORY AND EXTENSION CLASSES FOR MALE ADULTS WHO PLAN TO OPERATE BOATS. IT IS MAINLY CONCERNED WITH CHARTS, COMPASSES, AND OTHER INSTRUMENTS OF NAVIGATION AND THEIR USE IN FINDING

A VESSEL'S POSITION, THE OPERATIONAL ILLUSTRATIONS USED WERE TAKEN FROM SITUATIONS WHICH OCCUR IN SMALL CRAFT OPERATION IN THE GULF OF MEXICO. THE AREAS OF INSTRUCTION ARE RULES AND REGULATIONS, AIDS TO NAVIGATION, AND THE MARINE COMPASS AND PILOTING. EACH AREA IS DIVIDED INTO LESSONS WHICH CONTAIN TECHNICAL INFORMATION, LINE-DRAWING ILLUSTRATIONS, AND PROBLEM SOLVING EXERCISES. THIS MATERIAL WAS DESIGNED FOR PERSONS WITH SOME SEA EXPERIENCE AS WELL AS FOR THOSE JUST STARTING THE STUDY OF NAVIGATION. THE TEACHER MUST BE SKILLED IN THE OPERATION AND NAVIGATION OF BOATS. THE APPENDICES ARE COMMON NAUTICAL TERMS, EQUIPMENT REQUIRED ON MOTOR BOATS, HOW SAFE A SKIPPER ARE YOU, AND INTRODUCTION TO FIRST AID. THIS DOCUMENT IS AVAILABLE IN SINGLE COPY ONLY FOR \$2.00 FROM VOCATIONAL CURRICULUM DEVELOPMENT AND RESEARCH CENTER, P.O. BOX 657, NATCHITOCHES, LOUISIANA 71457. AN INSTRUCTOR'S GUIDE (VT 003 160) IS ALSO AVAILABLE FOR \$2.00 FROM THE SAME SOURCE. (HC)

ED 013 954 08 VT 003 202
COURSE OBJECTIVES FOR INDUSTRIAL TECHNOLOGY I, THE WORLD OF CONSTRUCTION.
OHIO STATE UNIV., COLUMBUS
REPORT NUMBER BR-5-0059-B
ILLINOIS UNIV., CHAMPAIGN
PUB DATE AUG 66
CONTRACT OEC-5-85-066
EDRS PRICE MF-\$0.50 HC-\$2.50 68P.

DESCRIPTORS *BEHAVIORAL OBJECTIVES, *CONSTRUCTION, *COURSE OBJECTIVES, *EDUCATIONAL OBJECTIVES, *INDUSTRIAL ARTS, GRADE 7, INDUSTRIAL ARTS CURRICULUM PROJECT, INDUSTRIAL TECHNOLOGY, JUNIOR HIGH SCHOOLS.

OBJECTIVES ARE PRESENTED FOR A 1-YEAR COURSE IN INDUSTRIAL ARTS, "THE WORLD OF CONSTRUCTION." THESE WERE PREPARED AT TWO LEVELS - (1) STATEMENTS INDICATING THE MORE GENERAL OUTCOMES OF THE COURSE OF INSTRUCTION, AND (2) STATEMENTS OF A DETAILED NATURE SPECIFYING DAILY TERMINAL BEHAVIOR OF PUPILS. THE OBJECTIVES COVER THE COGNITIVE, AFFECTIVE, AND PSYCHOMOTOR DOMAINS OF EDUCATIONAL OBJECTIVES AND EMPHASIZE BOTH MASTERY AND TRANSFER DIMENSIONS. A STUDY OF INDUSTRIAL ARTS WILL ENABLE THE PUPILS TO - (1) UNDERSTAND THE CONCEPTS, PRINCIPLES, GENERALIZATIONS, PROBLEMS, AND STRATEGIES OF INDUSTRIAL TECHNOLOGY, (2) HAVE AN INTEREST IN AND AN APPRECIATION FOR INDUSTRY AS THAT ELEMENT OF THE ECONOMIC SYSTEM THAT PROVIDES INDUSTRIAL MATERIAL GOODS FOR THE SATISFACTION OF HUMAN WANTS FOR THOSE GOODS, AND (3) DEMONSTRATE KNOWLEDGE AND SKILLS THAT WILL BE USEFUL IN LIFE SITUATIONS OF OCCUPATIONAL, RECREATIONAL, CONSUMER, AND SOCIOCULTURAL SIGNIFICANCE. SEVENTEEN COURSE OBJECTIVES ARE LISTED. BEHAVIORAL OBJECTIVES ARE LISTED FOR 170 DAYS OF INSTRUCTION. COMPANION DOCUMENTS ARE VT 003 145, VT 003 203, VT 003 204, AND VT 003 210. (EM)

ED 013 955 08 VT 003 203
TOWERS, EDWARD R. AND OTHERS
A RATIONALE AND STRUCTURE FOR INDUSTRIAL ARTS SUBJECT MATTER.

OHIO STATE UNIV., COLUMBUS
REPORT NUMBER BR-5-0059-A
ILLINOIS UNIV., CHAMPAIGN
PUB DATE NOV 66
CONTRACT OEC-5-85-066
EDRS PRICE MF-\$1.50 HC-\$15.36 382P.

DESCRIPTORS *CURRICULUM DEVELOPMENT, *INDUSTRIAL ARTS, *INDUSTRIAL STRUCTURE, BIBLIOGRAPHIES, CONCEPTUAL SCHEMES, CURRICULUM RESEARCH, EDUCATIONAL PHILOSOPHY, EDUCATIONAL STRATEGIES, INDUSTRIAL ARTS CURRICULUM PROJECT, INDUSTRIAL TECHNOLOGY, INSTRUCTIONAL DESIGN, LITERATURE REVIEWS, PRAXIOLOGY.

THE INITIAL TASK OF THE PROJECT WAS TO INVESTIGATE THE STRUCTURE OF MAN'S KNOWLEDGE IN ORDER TO EVENTUALLY DEVELOP A DETAILED STRUCTURE OF KNOWLEDGE WHICH IS OF CONCERN TO INDUSTRIAL ARTS CURRICULUM PLANNERS. FOUR DOMAINS OF KNOWLEDGE ARE PROPOSED - (1) DESCRIPTIVE, AS THE SCIENCES WHICH ESTABLISH FACTS ABOUT PHENOMENA AND EVENTS AND DESCRIBE THEIR INTERRELATION, (2) PRESCRIPTIVE, AS FINE ARTS AND HUMANITIES WHICH SEEK TO PROVIDE A SYSTEM OF VALUES, (3) PRAXIOLOGICAL, OR KNOWLEDGE OF PRACTICE WHICH IS CONCERNED WITH HOW MAN ACTS TO ACCOMPLISH WHAT IS VALUED, AND (4) FORMAL, DISCIPLINES SUCH AS MATHEMATICS AND LOGIC WHICH SERVE AS TOOLS. INDUSTRIAL PRAXIOLOGY IS THE APPROPRIATE CONCERN OF INDUSTRIAL ARTS. IT WAS ASSUMED THAT (1) INDUSTRIAL ARTS IS A STUDY OF INDUSTRY, (2) MAN HAS BEEN AND REMAINS CURIOUS ABOUT INDUSTRY, AND (3) INDUSTRY IS SO VAST A SOCIETAL INSTITUTION THAT, FOR INSTRUCTIONAL PURPOSES, EMPHASIS MUST BE PLACED ON A SYSTEM OF BASIC PRINCIPLES, CONCEPTS, AND UNIFYING THEMES. OTHER INDUSTRIAL ARTS CURRICULUM PROPOSALS AND SYSTEMS OF INDUSTRIAL CLASSIFICATION ARE EXAMINED IN AN EFFORT TO FIND A SOURCE OF KNOWLEDGE FOR INDUSTRIAL ARTS. THE STRUCTURE OF THIS KNOWLEDGE, DESIRED BEHAVIORAL CHANGE OR OBJECTIVES OF INSTRUCTION, THE NATURE OF THE LEARNER, SCHOOL FACILITIES AND MATERIALS, INSTRUCTIONAL PROCEDURES, AND PROGRAM EVALUATION ARE DISCUSSED. COMPANION DOCUMENTS ARE VT 003 145, VT 003 202, VT 003 204, AND VT 003 210. (EM)

ED 013 956 VT 003 204
READING ASSIGNMENT OUTLINES FOR INDUSTRIAL TECHNOLOGY I, THE WORLD OF CONSTRUCTION.
OHIO STATE UNIV., COLUMBUS
REPORT NUMBER BR-5-0059-D
ILLINOIS UNIV., CHAMPAIGN
PUB DATE AUG 66
CONTRACT OEC-5-85-066
EDRS PRICE MF-\$1.00 HC-\$9.20 228P.

DESCRIPTORS *CONSTRUCTION, *CURRICULUM GUIDES, *INDUSTRIAL ARTS, *READING ASSIGNMENTS, GRADE 7, INDUSTRIAL ARTS CURRICULUM PROJECT, INDUSTRIAL TECHNOLOGY, UNITS OF STUDY (SUBJECT FIELDS).

THE PURPOSE OF THIS ATTACHMENT TO THE FINAL REPORT OF THE FIRST PHASE OF THE INDUSTRIAL ARTS CURRICULUM PROJECT (VT 003 145) IS TO PRESENT OUTLINES OF DAILY READING ASSIGNMENTS FOR A 170-DAY COURSE IN CONSTRUCTION AT THE SEVENTH GRADE LEVEL. UNITS ARE - (1) MAN REMAKES HIS

WORLD, (2) MANAGEMENT IN CONSTRUCTION, (3) PRODUCTION IN CONSTRUCTION, (4) WORKING IN CONSTRUCTION, AND (5) COMMUNITY DEVELOPMENT. A TYPICAL DAY COVERS "CHANGING THE FORM OF MATERIALS" WITH THE FOLLOWING MAJOR DIVISIONS - (1) SHAPING THE ENVIRONMENT, (2) WORKER CONTROL OVER MATERIALS, (3) PRACTICES OF MATERIAL HANDLING, (4) PRACTICES OF MATERIAL SEPARATING, (5) PRACTICES OF COMBINING MATERIALS, AND (6) PRACTICES OF FORMING MATERIALS. (OTHER ATTACHMENTS ARE A (VT 003 203), B (VT 003 202), AND C (VT 003 210). (EM)

ED 013 957 VT 003 206

VOCATIONAL AGRICULTURE.
CALIFORNIA COORD. UNIT FOR OCCUP.
RES. AND DEV.

PUB DATE 67

EDRS PRICE MF-\$0.25 HC-\$1.00 23P.

DESCRIPTORS *AGRICULTURAL EDUCATION, *EDUCATIONAL RESEARCH, *LITERATURE REVIEWS, ADULT FARMER EDUCATION, AGRICULTURAL COLLEGES, AGRICULTURAL OCCUPATIONS, AGRICULTURAL TECHNICIANS, COLLEGE STUDENTS, EMPLOYMENT OPPORTUNITIES, GRADUATE SURVEYS, HIGH SCHOOL STUDENTS, MIGRANT EDUCATION, OCCUPATIONAL CHOICE, POST SECONDARY EDUCATION, PROGRAM EVALUATION, STUDENT CHARACTERISTICS, WORK EXPERIENCE.

TO ASSIST THOSE WHO MAKE DECISIONS RELATING TO EDUCATIONAL PROGRAMS IN AGRICULTURE, RECENT RESEARCH IN VOCATIONAL AGRICULTURE IS SUMMARIZED. A 1963 STUDY TREATS THE RELATIONSHIP BETWEEN WORK EXPERIENCE AND STUDENT CHARACTERISTICS, PLANS, AND ASPIRATIONS. STUDIES ON POST-SECONDARY EDUCATION CONCERN GUIDELINES FOR TECHNICIAN PROGRAMS, JUSTIFICATION FOR A JUNIOR COLLEGE PROGRAM, BACKGROUND IN VOCATIONAL AGRICULTURE RELATED TO SUCCESS IN COLLEGE, AND CHARACTERISTICS OF COLLEGE OF AGRICULTURE STUDENTS. STUDENT FOLLOWUP STUDIES TREAT EMPLOYMENT OPPORTUNITIES IN AGRICULTURE, VALUE OF VOCATIONAL AGRICULTURE IN OCCUPATIONS, AND OCCUPATIONAL STATUS OF FORMER VOCATIONAL AGRICULTURE STUDENTS. AGRI-BUSINESS STUDIES TREAT DETERMINATION OF EMPLOYMENT OPPORTUNITIES AND IDENTIFICATION OF TECHNICAL WORKERS IN AGRICULTURE AND THEIR NEEDS FOR TRAINING PROGRAMS. STUDIES ON AGRICULTURAL EDUCATION FOR ADULTS TREAT ORGANIZATION OF AGRICULTURE IN RELATION TO FARMER'S SOCIO-ECONOMIC VALUES TO CROP YIELD, FACTORS ASSOCIATED WITH SUCCESS IN ADULT FARMER EDUCATION, AND EDUCATION OF MIGRANT CHILDREN. (JM)

ED 013 958 VT 003 209

VOCATIONAL CHOICE AND JOB SATISFACTION.

CALIFORNIA COORD. UNIT FOR OCCUP.
RES. AND DEV.

PUB DATE JAN 67

EDRS PRICE MF-\$0.25 HC-\$2.20 53P.

DESCRIPTORS *BIBLIOGRAPHIES, *JOB SATISFACTION, *LITERATURE REVIEWS, *OCCUPATIONAL CHOICE, *WORK ATTITUDES, EMPLOYMENT TRENDS, OCCUPATIONAL GUIDANCE,

VOCATIONAL GUIDANCE CAN BE EMPLOYED BY EDUCATION AS ONE MEANS OF EFFECTING SCHOOL ADJUSTMENT TO INDUSTRIAL CHANGE. THE 115 RECENT (1960 - 1966) STUDIES REVIEWED IN THIS PUBLICATION HAVE IMPLICATIONS FOR VOCATIONAL GUIDANCE. FIVE PROJECTIONS OF EMPLOYMENT WHICH INDICATE FUTURE JOB NEEDS ARE REVIEWED. STUDIES OF VOCATIONAL CHOICE ARE CLASSIFIED ON THE BASIS OF CHOICE - (1) INTERESTS, (2) PARENTS, (3) ASPIRATION, (4) MATURATION, (5) ATTITUDES, (6) PRESTIGE, (7) VALUES, (8) ACHIEVERS, (9) MOTIVATION, (10) SELF-CONCEPT, (11) STAGES OF OCCUPATIONAL CHOICE, (12) VOCATIONAL TRAINING, (13) INDIVIDUAL COUNSELING, (14) GROUP COUNSELING, (15) GUIDANCE AND COLLEGE, AND (16) ROLES. STUDIES OF JOB SATISFACTION ARE CLASSIFIED AS FOLLOWS - (1) WORKING CONDITIONS, (2) ATTITUDES, (3) MEASUREMENT, AND (4) DEMOGRAPHY. A BIBLIOGRAPHY OF THE STUDIES IS INCLUDED. (EM)

ED 013 959 08 VT 003 210

A TEACHING PROGRAM FOR INDUSTRIAL TECHNOLOGY, THE WORLD OF CONSTRUCTION. (TITLE SUPPLIED).

OHIO STATE UNIV., COLUMBUS

REPORT NUMBER BR-5-0059-C

ILLINOIS UNIV., CHAMPAIGN

PUB DATE JUL 66

CONTRACT OEC-5-85-006

EDRS PRICE MF-\$0.25 HC-\$1.56 37P.

DESCRIPTORS *CLASS ACTIVITIES, *CONSTRUCTION, *INDUSTRIAL ARTS, *UNITS OF STUDY (SUBJECT FIELDS), COURSE ORGANIZATION, GRADE 7, INDUSTRIAL ARTS CURRICULUM PROJECT, INDUSTRIAL TECHNOLOGY.

THE DAILY SCHEDULE IS GIVEN FOR THE INDUSTRIAL ARTS CURRICULUM PROJECT'S FIRST YEAR COURSE IN CONSTRUCTION. INFORMATION TOPICS AND ALLOTTED CLASSTIME ARE GIVEN FOR 170 DAYS OF INSTRUCTION. CATEGORIES IN THE SCHEDULE ARE - (1) READING ASSIGNMENT, (2) WORKBOOK, (3) PRESENTATION, (4) DISCUSSION, (5) STUDENT ACTIVITY, (6) LAB MANUAL, (7) LAB DISCUSSION, AND (8) EVALUATION. COMPANION DOCUMENTS ARE VT 003 145, VT 003 202, VT 003 203, AND VT 003 204. (EM)

ED 013 960 VT 003 253

WHO ARE THE WORKING MOTHERS.

WOMENS BUREAU, WASHINGTON, D.C.
(DEPT. OF LABOR)

REPORT NUMBER DOL-WB-LEAFL-37

PUB DATE 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *MOTHERS, *STATISTICAL DATA, *WORKING WOMEN, INDIVIDUAL CHARACTERISTICS, MOTIVATION,

INFORMATION ON THE STATUS OF WORKING MOTHERS AND ON THE FACTORS THAT MOTIVATE THEM TO SEEK PAID EMPLOYMENT IS PROVIDED THROUGH 20 QUESTIONS AND ANSWERS. AMONG THE NEARLY 27 MILLION WOMEN WORKERS IN THE UNITED STATES IN MARCH 1966 WERE 9.9 MILLION MOTHERS WITH CHILDREN UNDER 18 YEARS OF AGE. THESE WORKING MOTHERS CONSTITUTED 36 PERCENT OF ALL MOTHERS IN THE POPULATION. MORE THAN ONE OF THREE MOTHERS WERE IN THE LABOR FORCE IN MARCH 1966 AS COMPARED WITH FEWER THAN ONE OF 10 IN 1940. ECONOMIC NEED IS THE MOST COMPELL-

ING REASON WHY MOTHERS OF YOUNG CHILDREN WORK. ALMOST TWO OF EVERY FIVE WORKING MOTHERS HAVE CHILDREN UNDER 6 YEARS OF AGE. IN MARCH 1966, 8.1 MILLION WORKING MOTHERS WERE FROM HOMES WHERE THE HUSBAND WAS PRESENT. OF EVERY 10 WORKING MOTHERS, THREE ARE 25 TO 34 YEARS OLD AND FOUR ARE 35 TO 44 YEARS OLD. OCCUPATIONS HELD BY WORKING MOTHERS ARE SIMILAR, IN GENERAL, TO THOSE OF ALL WOMEN WORKERS. THE LEAFLET IS AVAILABLE AS GPO L13-11-37 FOR 10 CENTS FROM SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402. (PS)

ED 013 961 VT 003 278

YOUTH OPPORTUNITY CAMPAIGN - SUMMER 1966, A REPORT OF TRAINING CONDUCTED BY FEDERAL AGENCIES FOR NON-COLLEGE YOUTHS EMPLOYED DURING THE SUMMER OF 1966.

CIVIL SERVICE COMMISSION, WASHINGTON, D.C.

PUB DATE FEB 67

EDRS PRICE MF-\$0.25 HC-\$0.80 18P.

DESCRIPTORS *FEDERAL PROGRAMS, *ON THE JOB TRAINING, *OUT OF SCHOOL YOUTH, *PROGRAM DESCRIPTIONS, *YOUTH EMPLOYMENT, COUNSELING, EDUCATIONAL PROGRAMS, EMPLOYMENT EXPERIENCE, JOB SKILLS, OFFICE OCCUPATIONS, SUPERVISORS, YOUTH OPPORTUNITY CAMPAIGN.

AGENCY PROGRAMS VARIED WITH THE MISSION AND SIZE OF THE AGENCY AND WITH THE NUMBER AND DISPERSION OF NONCOLLEGE YOUTH EMPLOYEES. THE GREAT MAJORITY OF THE EMPLOYED WERE APPOINTED UNDER THE ECONOMIC AND EDUCATIONAL NEED CRITERIA OF THE SPECIAL AUTHORITIES AVAILABLE FOR THE PURPOSE. ON-THE-JOB TRAINING WAS THE EDUCATIONAL METHOD MOST EXTENSIVELY USED BUT OTHER METHODS SUCH AS LECTURES, DISCUSSIONS, ROLE PLAYING, QUESTION-AND-ANSWER SESSIONS, FILMS, AND SLIDE PRESENTATIONS WERE UTILIZED. MOST OF THE SKILLS TRAINING WAS IN THE OFFICE SKILLS AREAS COMMON TO ALL FEDERAL AGENCIES BUT A MAJORITY OF THE AGENCIES PROVIDED A VARIETY OF OTHER LEARNING EXPERIENCES IN ADDITION TO TRAINING IN SPECIFIC SKILLS. AGENCIES PROVIDED INDIVIDUAL AND GROUP COUNSELING AND MANY TRAINED SUPERVISORS ESPECIALLY FOR THE PROGRAM. NEW AND DIFFERENT TRAINING APPROACHES WERE ATTEMPTED BY SOME OF THE REPORTING AGENCIES. SOME IMPLICATIONS WERE - (1) GUIDELINES AND TRAINING MATERIALS SHOULD BE DEVELOPED EARLIER IN THE YEAR TO ALLOW AGENCIES MORE TIME FOR PLANNING, (2) CONSIDERATION OF INDIVIDUAL NEEDS AND PROBLEMS IS OF SPECIAL IMPORTANCE, AND (3) THE WORK EXPERIENCE WAS PARTICULARLY VALUABLE IN PREPARING THE YOUTHS FOR THE BUSINESS WORLD. (WB)

ED 013 962 VT 003 586

EQUAL PAY FACTS.

WOMENS BUREAU, WASHINGTON, D.C.
(DEPT. OF LABOR)

REPORT NUMBER DOL-WB-LEAFL-2

PUB DATE MAY 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *EQUAL OPPORTUNITIES (JOBS), *WAGES, FEDERAL LAWS, ORGANIZATIONS (GROUPS), STATE LAWS.

EQUAL PAY MEANS PAYMENT OF "RATE OF THE JOB" WITHOUT REGARD TO SEX. EQUAL PAY LAWS WERE ENACTED IN 29 STATES FROM 1919 TO 1965. FOUR ADDITIONAL STATES HAVE FAIR EMPLOYMENT PRACTICES LAWS. SUPPORT FOR SUCH LEGISLATION HAS COME FROM WOMEN'S AND CIVIC ORGANIZATIONS, AFL-CIO, AND THE PRESIDENT'S AND STATE COMMISSIONS ON THE STATUS OF WOMEN. THE FEDERAL EQUAL PAY ACT OF 1963, ENACTED AS AN AMENDMENT TO THE FEDERAL FAIR LABOR STANDARDS ACT, BECAME EFFECTIVE GENERALLY JUNE 11, 1964. THE INTERNATIONAL LABOR ORGANIZATION, OF WHICH THE UNITED STATES IS A MEMBER, PROVIDES IN ITS CONSTITUTION THAT MEN AND WOMEN SHOULD RECEIVE EQUAL PAY. THIS LEAFLET IS AVAILABLE AS GPO NUMBER L13.11-2 FOR 6 CENTS FROM SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402. (PS)

ED 013 963 VT 003 654
DICTIONARY OF OCCUPATIONAL TITLES, 1964. VOLUME I, DEFINITIONS OF TITLES.
BUREAU OF EMPLOYMENT SECURITY, WASHINGTON, D.C.

PUB DATE 65

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *DICTIONARIES, *OCCUPATIONAL INFORMATION, *OCCUPATIONS, EMPLOYMENT QUALIFICATIONS.

THE OCCUPATIONAL DEFINITIONS PRESENT CONSIDERABLY MORE INFORMATION THAN THOSE IN PREVIOUS EDITIONS (1939 AND 1949), AND A NEW CLASSIFICATION SYSTEM REFLECTS RELATIONSHIPS AMONG OCCUPATIONS NOT ONLY IN TERMS OF WORK INVOLVED BUT ALSO IN TERMS OF WORKER CHARACTERISTICS REQUIRED SUCH AS TRAINING TIME, ATTITUDES, INTERESTS, TEMPERAMENTS, PHYSICAL DEMANDS, WORKING CONDITIONS, INDUSTRY, AND WORK PERFORMED. THERE ARE 21,741 SEPARATE OCCUPATIONS DEFINED WHICH ARE KNOWN BY 13,809 ADDITIONAL TITLES, MAKING A TOTAL OF 35,550 TITLES. THIS EDITION CONTAINS 6,432 JOBS NEW TO THE "DICTIONARY." DEFINITIONS ARE ARRANGED ALPHABETICALLY AND INCLUDE INFORMATION ON WHAT GETS DONE, HOW IT GETS DONE, AND WHY IT GETS DONE. IN VOLUME 2 (VT 003 655) THE OCCUPATIONS HAVE BEEN INCORPORATED INTO A CLASSIFICATION STRUCTURE IN WHICH THE INDIVIDUAL OCCUPATIONS ARE IDENTIFIED BY 6-DIGIT CODE NUMBERS AND ARRANGED BY THE OCCUPATIONAL GROUP AND THE WORKER TRAITS. THIS DOCUMENT IS AVAILABLE AS GPO L7.2-OC1/965/V.1 FOR \$5.00 FROM SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402. (ET)

ED 013 964 VT 003 655
DICTIONARY OF OCCUPATIONAL TITLES, 1965. VOLUME II, OCCUPATIONAL CLASSIFICATION AND INDUSTRY INDEX.
BUREAU OF EMPLOYMENT SECURITY, WASHINGTON, D.C.

PUB DATE 65

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *CLASSIFICATION, *CODIFICATION, *EMPLOYMENT QUALIFICATION,

*OCCUPATIONS, *OCCUPATIONAL INFORMATION, *OCCUPATIONS, JOB SKILLS.

VOLUME 2 COMPLEMENTS VOLUME 1 (VT 003 654) BY PROVIDING A CLASSIFICATION STRUCTURE WHICH GROUPS JOBS HAVING THE SAME BASIC OCCUPATIONAL, INDUSTRIAL, OR WORKER CHARACTERISTICS. THE SECTIONS ARE (1) THE OCCUPATIONAL CATEGORIES, DIVISIONS, AND GROUPS, (2) AN ALPHABETIC ARRANGEMENT OF OCCUPATIONAL DIVISIONS AND GROUPS, (3) THE OCCUPATIONAL GROUP ARRANGEMENT OF TITLES AND CODES, (4) AN ALPHABETIC ARRANGEMENT OF AREAS OF WORK, (5) AN ALPHABETIC ARRANGEMENT OF WORKER TRAIT GROUPS, (6) THE WORKER TRAIT GROUPS WITHIN AREAS OF WORK, (7) THE WORKER TRAITS ARRANGEMENT OF TITLES AND CODES, (8) THE INDUSTRY ARRANGEMENT OF TITLES, WHICH LISTS JOBS BY INDUSTRIES IN WHICH THEY ARE USUALLY FOUND, (9) THE INDUSTRY INDEX, (10) A GLOSSARY, WHICH DEFINES MANY TECHNICAL TERMS USED IN THE DEFINITIONS FOUND IN VOLUME 1, (11) APPENDIX A, WHICH IDENTIFIES THE THREE DIGITS OF A CODE REFLECTING JOBS' RELATIONSHIPS WITH DATA, PEOPLE, AND THINGS, AND (12) APPENDIX B, WHICH EXPLAINS THE WORKER TRAIT COMPONENTS - GENERAL EDUCATIONAL DEVELOPMENT, SPECIFIC VOCATIONAL PREPARATION, APPETITUDES, INTERESTS, TEMPERAMENTS, PHYSICAL DEMANDS, AND WORKING CONDITIONS. THIS DOCUMENT IS AVAILABLE AS GPO L7.2-OC1/965/V.2 FOR \$4.25 FROM SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402. (ET)

ED 013 965 VT 003 656
SELECTED CHARACTERISTICS OF OCCUPATIONS (PHYSICAL DEMANDS, WORKING CONDITIONS, TRAINING TIME), A SUPPLEMENT TO THE DICTIONARY OF OCCUPATIONAL TITLES.

BUREAU OF EMPLOYMENT SECURITY, WASHINGTON, D.C.

PUB DATE 65

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *EMPLOYMENT QUALIFICATIONS, *OCCUPATIONAL INFORMATION, *OCCUPATIONS, CODIFICATION, EDUCATIONAL NEEDS, JOB SKILLS, JOB TRAINING, OCCUPATIONAL CLUSTERS, PHYSICAL CHARACTERISTICS, WORK ENVIRONMENT.

THIS SUPPLEMENT LISTS INDIVIDUAL PHYSICAL DEMANDS, WORKING CONDITIONS, AND TRAINING TIME DATA FOR EACH JOB DEFINED IN VOLUMES I AND 2 (VT 003 654 AND VT 003 655). IT WAS PUBLISHED IN RESPONSE TO THE SPECIAL NEEDS OF ORGANIZATIONS AND INDIVIDUALS CONCERNED WITH MANPOWER UTILIZATION WHO REQUIRE MORE SPECIFIC OCCUPATIONAL CHARACTERISTICS DATA THAN THAT PRESENTED IN THE "DICTIONARY OF OCCUPATIONAL TITLES" (DOT) ITSELF AND PROVIDES ADDITIONAL SOURCE MATERIAL FOR DETERMINING JOB RELATIONSHIPS IN SUCH ACTIVITIES AS WORKER MOBILITY, TRAINING, AND REHABILITATION. THE DATA WERE COLLECTED AND DEVELOPED ACCORDING TO JOB ANALYSIS TECHNIQUES ESTABLISHED BY THE U.S. EMPLOYMENT SERVICE, AND REFLECT THE FINDINGS FROM APPROXIMATELY 75,000 STUDIES OF INDIVIDUAL JOB SITUATIONS. INFORMATION FOR EACH JOB IS PRESENTED IN COLUMNS - (1) DOT CODE NUMBER, (2)

PAGE NUMBER IN VOLUME 1 FOR WORKER TRAIT GROUP IN WHICH JOB APPEARS, (3) INDUSTRY DESIGNATION, (4) JOB TITLE, (5) CODE FOR PHYSICAL DEMANDS SUCH AS STRENGTH, CLIMBING AND BALANCING, TALKING AND HEARING, AND SEEING, (6) CODE FOR WORKING CONDITIONS SUCH AS INSIDE OR OUTSIDE LOCATION, TEMPERATURE AND MOISTURE EXTREMES, HAZARDOUS, AND TOXIC, AND (7) CODE FOR TRAINING TIME BY GENERAL EDUCATIONAL DEVELOPMENT AND SPECIFIC VOCATIONAL PREPARATION. THIS DOCUMENT IS AVAILABLE AS GPO L7.2-OC1/965/SUPP. FOR \$2.75 FROM SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402. (ET)

ED 013 966 VT 003 657
CONVERSION TABLE OF CODE AND TITLE CHANGES BETWEEN SECOND AND THIRD EDITION, DICTIONARY OF OCCUPATIONAL TITLES.

BUREAU OF EMPLOYMENT SECURITY, WASHINGTON, D.C.

PUB DATE 65

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *CODIFICATION, *INDEXES (LOCATORS), *OCCUPATIONS, CONVERSION TABLE.

USERS OF THE "DICTIONARY OF OCCUPATIONAL TITLES" (DOT) (VT 003 654, VT 003 655, AND VT 003 656) CAN USE THIS TABLE AS A GUIDE FOR CONVERTING CODES AND TITLES FROM THE SECOND EDITION OF THE DOT (1949) TO THE ALL-NEW CODES AND PARTIALLY CHANGED TITLES OF THE THIRD EDITION. THE TABLE IS ARRANGED IN FOUR COLUMNS. ALL SECOND EDITION JOB TITLES AND CODES APPEAR IN THE FIRST TWO COLUMNS. THE LAST TWO COLUMNS SHOW THE THIRD EDITION CODES AND TITLES TO WHICH THEY CONVERT OR AN INDICATION OF THE DISPOSITION IF NO CONVERSION IS SHOWN. SECOND EDITION CODES IN COLUMN TWO ARE ARRANGED IN NUMERICAL SEQUENCE THROUGHOUT THE TABLE IN ORDER TO HELP THE USER LOCATE THE CODE AND TITLE FOR WHICH HE IS SEARCHING. ALL SECOND EDITION TITLES WITHIN A CODE CLASSIFICATION ARE LISTED ALPHABETICALLY IN THE FIRST COLUMN. THIS DOCUMENT IS AVAILABLE AS GPO L7.2-OC1/965/CONV. TAB. FOR \$5.50 FROM SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402. (ET)

ED 013 967 VT 003 665
SILVERMAN, LESLIE J.
FOLLOW-UP STUDY OF PROJECT UPLIFT, THE MDTA E AND D PROJECT CONDUCTED BY FLORIDA A AND M UNIVERSITY.
BUREAU OF SOCIAL SCIENCE RESEARCH, INC., WASH., D.C.
REPORT NUMBER BSSR-369
PUB DATE JUL 67

EDRS PRICE MF-\$0.50 HC-\$3.35 82P.

DESCRIPTORS *ADULT VOCATIONAL EDUCATION, *DISADVANTAGED GROUPS, *EXPERIMENTAL PROGRAMS, *FOLLOW-UP STUDIES, *PROGRAM EVALUATION, EMPLOYMENT SERVICES, FLORIDA, FLORIDA A AND M UNIVERSITY, JOB PLACEMENT, MDTA PROGRAMS, PARTICIPANT CHARACTERISTICS, PROGRAM DESIGN, PROJECT UPLIFT, RECRUITMENT, RURAL AREAS, SOCIOECONOMIC INFLUENCES, VOCATIONAL RETRAINING, PROJECT UPLIFT'S PURPOSE WAS TO

FIND EFFECTIVE WAYS OF REACHING, RECRUITING, TRAINING, AND PLACING DISADVANTAGED RURAL ADULTS LIVING IN A 10-COUNTY SECTION OF NORTHERN FLORIDA. THE FOLLOWUP STUDY HAS THREE GENERAL OBJECTIVES - (1) TO SHOW THAT INDIVIDUALS WITH ESPECIALLY DIFFICULT EMPLOYMENT PROBLEMS WERE SERVED, THAT THEY WERE TRAINABLE AND THAT THE PROJECT COULD TRAIN THEM, (2) TO SHOW WHETHER THE TRAINING AFFECTED THE EMPLOYMENT SITUATION OF THE TRAINEES, AND (3) TO IDENTIFY COMPONENTS OF THE PROJECT AND COMMUNITY CHARACTERISTICS WHICH AFFECTED THE TRAINING AND EMPLOYMENT OUTCOMES. DATA WERE OBTAINED THROUGH DISCUSSIONS WITH MEMBERS OF PROJECT STAFF, DISCUSSIONS WITH CIVIC AND BUSINESS LEADERS, AND PERSONAL INTERVIEWS WITH ALL 146 TRAINEES AND A SAMPLE OF 158 OF 745 PERSONS WHO APPLIED FOR BUT WHO DID NOT BEGIN TRAINING. SPECIFIC CRITICAL FINDINGS INCLUDE - (1) THE PROJECT DESIGN WAS INAPPROPRIATE FOR THE AREA NEEDS, (2) USE OF CONSULTANTS IN PLACE OF FULL-TIME STAFF SPECIALISTS IN TRAINING AND COUNSELING DIMINISHED PROGRAM EFFECTIVENESS, (3) RESIDENTIAL FACILITIES INDEPENDENT OF THE COLLEGE WERE FEASIBLE, (4) MASS RECRUITMENT METHODS WERE EFFECTIVE, (5) JOB DEVELOPMENT EFFORTS WERE INSUFFICIENT, AND (6) THE "IMAGE" OF THE EMP-

LOYMENT SERVICE IS NOT THE PRINCIPAL FACTOR DETERMINING NEGROES' USE OF ITS SERVICES. (ET)

ED 013 968

VT 003 681

CARO, FRANCIS G.

THE NEIGHBORHOOD YOUTH CORPS AND THE COMMUNITY, AN EXPLORATORY STUDY OF THE IMPLICATIONS OF A FEDERAL ANTI-POVERTY PROGRAM FOR MILWAUKEE, WISCONSIN.

NEIGHBORHOOD YOUTH CORP., WASHINGTON, D.C. (DOL)

PUB DATE SEP 66

EDRS PRICE MF-\$0.25 HC-\$2.24 54P.

DESCRIPTORS *FEDERAL PROGRAMS, *POVERTY PROGRAMS, *PROGRAM EFFECTIVENESS, *WORK STUDY PROGRAMS, *YOUTH PROGRAMS, COMMUNITY AGENCIES (PUBLIC), COMMUNITY STUDY, DISADVANTAGED YOUTH, EMPLOYMENT EXPERIENCE, HIGH SCHOOL STUDENTS, JOB PLACEMENT, MILWAUKEE, NEIGHBORHOOD YOUTH CORPS, ON THE JOB TRAINING, OUT OF SCHOOL YOUTH, PARTICIPANT CHARACTERISTICS, PROGRAM DESCRIPTIONS, RECRUITMENT, SOCIAL AGENCIES, SOCIAL CHANGE, SOCIOECONOMIC INFLUENCES, STUDENT EMPLOYMENT, WISCONSIN.

TWO APPROACHES WERE USED IN STUDYING THE EFFECTS OF THE NEIGHBORHOOD YOUTH CORPS (NYC) ON MILWAUKEE, WISCONSIN - (1) IMPLICATIONS FOR THE INTERNAL AND EXTERNAL OP-

ERATIONS OF ORGANIZATIONS INVOLVED IN ITS WORK FLOW, AND (2) IMPLICATIONS FOR SPECIFIC PROBLEMS IN THE YOUTH AND POVERTY AREAS (SCHOOL ATTENDANCE AND ACHIEVEMENT, JUVENILE DELINQUENCY, YOUTH UNEMPLOYMENT, DEPENDENCY, AND OTHERS). DATA WERE COLLECTED PRIMARILY THROUGH PERSONAL INTERVIEWS IN 41 AGENCIES INVOLVED IN THE NYC WORK FLOW, REPRESENTATIVES OF OTHER AGENCIES DEALING WITH POVERTY AND YOUTH PROBLEMS, AND CRITICS OF ESTABLISHED AGENCY SERVICES. THE TWO NYC PROGRAMS IN MILWAUKEE ARE - (1) A PROGRAM FOR IN-SCHOOL YOUTH SPONSORED BY THE MILWAUKEE SCHOOL BOARD IN OPERATION SINCE SPRING 1965, AND (2) A PROGRAM FOR OUT-OF-SCHOOL YOUTH SPONSORED BY THE MILWAUKEE COUNTY GOVERNMENT, OPERATING SINCE JANUARY 1966. AMONG THE COMMON FINDINGS ARE - (1) POLITICAL INTERFERENCE WITH AGENCY INTERNAL OPERATIONS HAS BEEN NEGLIGIBLE, (2) THE PRESENCE OF ENROLLEES IN AN AGENCY TENDS TO INCREASE THAT AGENCY'S EFFECTIVENESS IN COMPLETING ITS TASKS, (3) SCHOOL OFFICIALS BELIEVE NYC IS USEFUL IN IMPROVING ATTENDANCE, PERFORMANCE, AND BEHAVIOR OF MILDLY PROBLEMATIC YOUTH, AND (4) NYC BOTH CONTRIBUTES TO AND SUFFERS FROM THE RELATIVE DISORGANIZATION OF COMMUNITY SERVICES. (ET)

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AUDIOVISUAL AIDS

OPTIMUM PHYSICAL VIEWING CONDITIONS FOR A REAR
PROJECTION DAYLIGHT SCREEN, A STUDY OF THE
CRP-234 ED 000 000

Accession Number



ABILITY GROUPING

THE JOPLIN PLAN AND CROSS GRADE GROUPING.

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IN-CLASS GROUPING TO CARE FOR INDIVIDUAL NEEDS.

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ABILITY GROUPING-WHAT GOOD IS IT.

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ED 013 752

ABSTRACTS

ABSTRACTS OF GRADUATE STUDIES ON THE COMMUNITY (JUNIOR) COLLEGE, 1961-66.

ED 013 607

ACADEMIC ACHIEVEMENT

AN ANALYSIS OF THE RECORDS OF STUDENTS ENTERING EL CAMINO COLLEGE ON PROBATION FROM OTHER INSTITUTIONS OF HIGHER LEARNING.

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THE COMPARATIVE EFFECTS OF PSSC PHYSICS AND TRADITIONAL PHYSICS ON STUDENT ACHIEVEMENT.

ED 013 757

TRAITS OF SCHOOL ACHIEVERS FROM A DEPRIVED BACKGROUND.

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UND-CRVTE-RR-2 ED 013 905

ACADEMIC ASPIRATION

SOME CHARACTERISTICS OF JUNIOR COLLEGE STUDENTS.

ACE-RR-VOL-NO-2-1966 ED 013 615

ACADEMIC EDUCATION

INSTITUTIONAL RESEARCH AND THE ACADEMIC PROGRAM. NEW DIMEN-

SIONS IN HIGHER EDUCATION, NUMBER 20.

BR-6-1722-20 ED 013 381

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ACE-RR-VOL-NO-2-1966 ED 013 615

PREDICTING ACHIEVEMENT IN TECHNICAL PROGRAMS AT THE NORTH DAKOTA STATE SCHOOL OF SCIENCE.

UND-CRVTE-RR-2 ED 013 905

ACADEMIC PROBATION

AN ANALYSIS OF THE RECORDS OF STUDENTS ENTERING EL CAMINO COLLEGE ON PROBATION FROM OTHER INSTITUTIONS OF HIGHER LEARNING.

ECC-RR-65-1 ED 013 601

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PROBLEMS AND NEEDS OF WASHINGTON COMMUNITY COLLEGES-AN EXPLORATORY SURVEY OF IMPORTANT RESEARCH AREAS.

CDCCE-OP-2 ED 013 630

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EXPERIMENTAL PROGRAM FOR THE IDENTIFICATION, SELECTION, AND DEVELOPMENT OF PERSONS FOR LEADERSHIP ROLES IN THE ADMINISTRATION AND SUPERVISION OF VOCATIONAL AND TECHNICAL EDUCATION.

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ADMINISTERING THE COMMUNITY COLLEGE IN A CHANGING WORLD, PAPERS PRESENTED AT THE ANNUAL CONFERENCE OF THE UNIVERSITY COUNCIL FOR EDUCATIONAL ADMINISTRATION (9TH, BUFFALO, 1966). BUFFALO STUDIES.

SUNY-B-VOL-2-NO-1-JUN-66 ED 013 633

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ADMINISTERING THE COMMUNITY COLLEGE IN A CHANGING WORLD, PAPERS PRESENTED AT THE ANNUAL CONFERENCE OF THE UNIVERSITY COUNCIL FOR EDUCATIONAL ADMINISTRATION (9TH, BUFFALO, 1966). BUFFALO STUDIES.

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MSBE-PUB-134-G

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ADULT EDUCATION

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ED 013 624

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DOL-WB-PAM-10

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NEW PERSPECTIVES IN YOUNG AND ADULT FARMER AND RANCHER EDUCATION, AN AGRICULTURAL EDUCATION SUMMARY REPORT OF THE SOUTHWESTERN CONFERENCE ON YOUNG-ADULT FARMER AND RANCHER EDUCATION (NEW MEXICO STATE UNIVERSITY, JULY 15- AUGUST 2, 1963).

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UM-RSSL-RR-66-01

ED 013 734

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OE-82003

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FOLLOW-UP STUDY OF PROJECT UPLIFT, THE MDTA E AND D PROJECT CONDUCTED BY FLORIDA A AND M UNIVERSITY.

BSSR-369

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BR-7-8068

ED 013 538

AGRICULTURAL EDUCATION OFFERINGS IN COMMUNITY COLLEGES IN THE UNITED STATES, A RESEARCH REPORT OF A GRADUATE STUDY. RESEARCH SERIES IN AGRICULTURAL EDUCATION.

ED 013 869

A DESCRIPTION AND SOURCE LISTING OF PROFESSIONAL INFORMATION IN AGRICULTURAL EDUCATION, 1963-64.

ED 013 880

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IN SENATE

January 1, 1900

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A STUDY OF THE OPTIMUM PHYSICAL VIEWING CONDITIONS FOR A REAR PROJECTION DAYLIGHT SCREEN.

INVESTIGATOR- JASPEN, NATHAN

PENNSYLVANIA STATE UNIV., UNIVERSITY PARK

BUREAU NUMBER BR-9-1234

CONTRACT/GRANT OEC-9-12-01234-0033

DESCRIPTORS- *AUDIOVISUAL AIDS, *CABINET-TYPE PROJECTOR, ACHIEVEMENT, EQUIPMENT, TEACHING METHODS, *VIEWING CONDITIONS, INSTRUCTIONAL FILM, TEACHING METHODS, FILMS.

START DATE 12-15-68

END DATE 06-30-67

AN EXPERIMENT WAS DESIGNED TO DISCOVER THE DIFFERENCES IN LEARNING THAT COULD BE ATTRIBUTED TO DIFFERENCES IN ROOM ILLUMINATION, VIEWING ANGLE, AND DISTANCE FROM THE SCREEN AS THEY RELATED TO THE CABINET-TYPE PROJECTOR. PARTICIPANTS WERE 721 NAVY TRAINEES. THEIR TASK CHOSEN WAS TO ASSEMBLE THE BREECH BLOCK OF AN ANTI-AIRCRAFT GUN. ALTHOUGH MOST TRAINEES COULD NOT PERFORM THE TASK WITHOUT INSTRUCTION, THEY LEARNED THE ASSEMBLY IN A FEW MINUTES WITH AN APPROPRIATE FILM. HALF OF THEM SAW THE FILM UNDER DAYLIGHT ILLUMINATION CONDITIONS. THE OTHER HALF SAW THE FILM UNDER DARKENED ROOM CONDITIONS. A TEST WAS SET UP WITH 50 SEATING POSITIONS AT VARYING ANGLES OF VIEW AND AT VARYING DISTANCES FROM THE SCREEN. THE TRAINEES WERE TESTED AFTER THEY SAW THE FILM. PERFORMANCE WAS BETTER UNDER DAYLIGHT CONDITIONS IN THE OPTIMUM VIEWING AREA. OPTIMUM VIEWING WAS WITHIN 30 DEGREES OF THE CENTER LINE AND WITHIN 12 SCREEN WIDTHS OF THE SCREEN. THESE FACTORS SHOULD BE TAKEN INTO CONSIDERATION IN TRAINING SITUATIONS WHEN TRAINEES PRACTICE A SKILL DURING A FILM SHOWING. (CG)

Office of Education Program--a code for the legislative program which supported the research activity.

Proposal Date--the date the proposal was submitted for evaluation in the Bureau of Research.

Informative Abstract--a synopsis of the project in about 200 words. When applicable it includes the purpose and procedure of the research activity.

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Abstractor's initials.

EP 010 990 24

RESEARCH PROJECT TO PROVIDE MATERIALS FOR TEACHING ASIAN MUSIC TO U.S. PUBLIC SCHOOLS AND COLLEGES.

INVESTIGATOR, CURTISS, MARIE J.
SYRACUSE UNIV., N.Y., SCHOOL OF MUSIC
BUREAU NUMBER BR-8-B-004

REGIONAL RESEARCH, OFFICE ASSOCIATE COMMISSIONER
NEW YORK CONGRESSIONAL DISTRICT NO. 34

PROPOSAL DATE 04 OCT 66

GRANT OEG-0-8-000004-1901

DESCRIPTORS *ASIAN MUSIC, *INSTRUMENTATION, *MUSIC, *PHOTOGRAPHS, *TAPE RECORDINGS,

START DATE 10-01-67 END DATE 03-31-69

A RESEARCH PROJECT WILL COLLECT AND PREPARE MUSICAL AND CULTURAL MATERIALS IN SOUTH ASIAN MUSIC FOR PUBLIC SCHOOL AND TEACHER TRAINING USE. THE PROJECT DIRECTOR WILL SPEND 6 WEEKS IN INDIA TO (1) MAKE TAPE RECORDINGS OF MUSIC NOT AVAILABLE ON COMMERCIAL RECORDINGS IN THE UNITED STATES, (2) PHOTOGRAPH MUSIC PERFORMANCES AND PRACTICES, AND (3) COLLECT RECORDS, INSTRUMENTS, ARTIFACTS, AND BOOKS NEEDED TO TEACH A COURSE IN ASIAN MUSIC FOR INSERVICE TEACHERS. EMPHASIS WILL BE ON THE CLASSICAL IDIOM, BUT FOLK AND RELIGIOUS MUSIC ALSO WILL BE INCLUDED. A PROPOSED TRAVEL ITINERARY AND A LIST OF CONTACTS ARE INCLUDED. (TC)

EP 010 991 24

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INVESTIGATOR, KOPPA, CHARLES J.
MICROCARD CORP., ROCKVILLE, MD.

BUREAU NUMBER BR-8-9009

EDUCATIONAL RESOURCES INFORMATION CENTER, DITD

PROPOSAL DATE 22 SEP 67

CONTRACT OEC-0-8-089009-1918

DESCRIPTORS *INFORMATION DISSEMINATION, *MARKETING, *MICROFICHE, *PHOTOGRAPHY, *RECORDS (FORMS),

START DATE 11-20-67 END DATE 02-20-69

A PLAN IS PRESENTED FOR THE OPERATIONS AND FACILITIES REQUIRED FOR A SYSTEM OF MINIATURIZATION, DUPLICATION, REPRODUCTION, PROMOTION, AND DISTRIBUTION OF ERIC DOCUMENTS ON AN INTERNATIONAL BASIS. PROCESS FLOW CHARTS ARE SHOWN FOR THE PRODUCTION OF (1) MICROFICHE MASTER NEGATIVES, (2) DUPLICATE MICROFICHE, AND (3) HARD COPIES. QUALITY CONTROL PROCEDURES ARE DETAILED FOR (1) MASTER NEGATIVE MICROFICHE, (2) STANDING ORDER DUPLICATE MICROFICHE, (3) ON-DEMAND DUPLICATE MICROFICHE, AND (4) HARD COPY REPRODUCTIONS. ACCOUNT MAINTENANCE AND BUILDING PROCEDURES ARE DETAILED. A SAMPLE MONTHLY SALES REPORT IS SHOWN. RECOMMENDED USER ORDER FORMS WILL BE DESIGNED FOR USE. A PROPOSED PERFORMANCE SCHEDULE IS GIVEN FOR (1) SILVER NEGATIVE MASTER MICROFICHE, (2) SILVER DUPLICATE NEGATIVE MICROFICHE (STANDING ORDERS), AND (3) ON-DEMAND MICROFICHE AND HARD COPY. (TC)

EP 010 992 24

THE IMPORTANCE OF MEMORY SPAN AND TRAINING IN REASONING ABILITY.

INVESTIGATOR, WHIMBEY, ARTHUR E.

CALIFORNIA STATE COLL., HAYWARD

BUREAU NUMBER BR-7-I-028

REGIONAL RESEARCH, OFFICE ASSOCIATE COMMISSIONER

CALIFORNIA CONGRESSIONAL DISTRICT NO. 9

PROPOSAL DATE 67

GRANT OEG-1-7-070028-5239

DESCRIPTORS *ABSTRACT REASONING, *LOGICAL THINKING, *MEMORY, *TESTS, *TRAINING, COGNITIVE PROCESSES, THOUGHT PROCESSES,

START DATE 06-28-67 END DATE 07-31-68

A PSYCHOLOGICAL RESEARCH STUDY WILL BE MADE TO DETERMINE WHETHER MEMORY SPAN IS A REQUISITE ABILITY IN THE PERFORMANCE OF CERTAIN REASONING TASKS, AND TO EVALUATE THE RELATIONSHIP BETWEEN MEMORY SPAN AND TRAINING. A MEMORY SPAN TEST AND THE REASONING TEST WILL BE ADMINISTERED TO SUBJECTS. A TEST WILL BE MADE TO SEE IF ANY OF THE INDIVIDUALS WHO SCORE HIGH ON CERTAIN REASONING TASKS WILL SCORE VERY LOW ON MEMORY SPAN TESTS. PILOT RESEARCH SUGGESTED THAT NO SUBJECTS WHO SCORE BELOW THE 20TH PERCENTILE ON THE MEMORY TEST WILL SCORE ABOVE THE 80TH PERCENTILE ON THE REASONING TEST. ANOTHER EXPERIMENT WILL BE MADE TO SEE IF SUBJECTS WHO INITIALLY EXHIBIT HIGH MEMORY BUT LOW REASONING TEST SCORES WILL SHOW A MUCH LARGER GAIN IN REASONING TEST SCORES AS A RESULT OF TRAINING, THAN SUBJECTS WITH LOW MEMORY SPAN SCORES. THE HIGH MEMORY GROUP IS EXPECTED TO BENEFIT FROM TRAINING WHILE THE LOW MEMORY GROUP WILL NOT. (TC)

EP 010 993 24

EVALUATION OF SELECTED ASPECTS OF A JUNIOR COLLEGE REMEDIAL READING PROGRAM.

INVESTIGATOR, LOSAK, JOHN G.

MIAMI-DADE JUNIOR COLL., FLA.

BUREAU NUMBER BR-7-D-005

REGIONAL RESEARCH, OFFICE ASSOCIATE COMMISSIONER

FLORIDA CONGRESSIONAL DISTRICT NO. 4

PROPOSAL DATE 15 NOV 66

GRANT OEG-1-7-070005-1714

DESCRIPTORS *EVALUATION, *FRESHMEN, *JUNIOR COLLEGES, *READING TESTS, *REMEDIAL READING,

START DATE 04-14-67 END DATE 05-13-67

THE EFFECTIVENESS OF A REMEDIAL READING PROGRAM USED FOR SELECTED ENTERING FRESHMEN IN A JUNIOR COLLEGE IS TO BE EVALUATED. AN EXPERIMENTAL AND A CONTROL GROUP WILL BE CREATED. THE CONTROL GROUP WILL BE SELECTED ON A RANDOM BASIS FROM FULL-TIME ENTERING FRESHMEN NORMALLY ELIGIBLE FOR THE REMEDIAL READING COURSES. THEY WILL NOT BE PERMITTED TO TAKE A REMEDIAL READING COURSE. AT THE END OF THE SEMESTER, THE EXPERIMENTAL GROUP AND THE CONTROL GROUP WILL BE COMPARED ON THE FOLLOWING DEPENDENT VARIABLES--(1) GRADE POINT AVERAGE, (2) READING LEVEL IMPROVEMENT, AND (3) CONTINUATION IN COLLEGE. THE .01 LEVEL WILL BE REQUIRED FOR SIGNIFICANCE OF DIFFERENCE BETWEEN GROUP MEANS ON GRADE POINT AVERAGE. FOR READING LEVEL IMPROVEMENT, A RETEST ON A DIFFERENT NATIONAL STANDARDIZED READING TEST WILL BE USED. (TC)

EP 010 994 64

THE CONDITIONS AND VARIABLES AFFECTING THE QUALITY OF INSTRUCTIONAL TELEVISION.

INVESTIGATOR, CARPENTER, C. R.

PENNSYLVANIA STATE UNIV., UNIVERSITY PARK

BUREAU NUMBER BR-7-1142

BASIC STUDIES BRANCH, DHER

PENNSYLVANIA CONGRESSIONAL DISTRICT NO. 23

PROPOSAL DATE 08 JUN 67

CONTRACT OEC-1-7-071142-4372

DESCRIPTORS *DESIGN, *INSTRUCTIONAL MATERIALS, *INSTRUCTIONAL TECHNOLOGY, *INSTRUCTIONAL TELEVISION, *RESEARCH REVIEWS (PUBLICATIONS), ERIC, RESEARCH,

START DATE 06-16-67 END DATE 03-15-68

THE PRESENT STATE OF DEVELOPMENT OF INSTRUCTIONAL TELEVISION AND RELATED MEDIA AND THEIR USES FOR THE INSTRUCTIONAL NEEDS OF THE NATION WILL BE DESCRIBED. STUDIES WILL BE BASED ON AND PROCEED FROM SUMMARY REVIEWS OF RESEARCH AND ERIC FILES AND ABSTRACTS. PRIMARY SOURCES RELATIVE TO THE QUALITY OF MATERIALS WILL BE SYSTEMATICALLY EXAMINED. EXAMPLES OF SELECTED QUALITY MATERIALS WILL BE ANALYZED, AND STUDIES MADE OF MODELS OF THE BEST CURRENT PRACTICES FOR PRODUCING INSTRUCTIONAL MATERIALS FOR TELEVISION. ESSAYS, OBSERVATIONS, SEMINARS AND OTHER MEANS WILL BE USED TO COLLECT INFORMATION AND JUDGEMENTS OF SELECTED COMPETENT SPECIALISTS AND AUTHORITIES. DESIGN CONCEPTS AND RECOMMENDATIONS FOR FUTURE DEVELOPMENTS WILL BE PROPOSED FOR NATIONAL PLANS AND POLICIES. (TC)

EP 010 995 08

CONTINUATION OF THE STATE VOCATIONAL EDUCATION RESEARCH COORDINATING UNIT IN MICHIGAN.

INVESTIGATOR, LANGDON, CHARLES L.

MICHIGAN ST. BOARD OF EDUCATION, LANSING

BUREAU NUMBER BR-7-0804

ORGANIZATION AND ADMIN. STUDIES BRANCH, DCVR

MICHIGAN CONGRESSIONAL DISTRICT NO. 6

PROPOSAL DATE 01 FEB 67

GRANT OEG-0-8-000804-1791

DESCRIPTORS *COORDINATION, *INFORMATION DISSEMINATION, *RESEARCH COORDINATING UNITS, *RESEARCH NEEDS, *VOCATIONAL EDUCATION, STATE PROGRAMS,

START DATE 07-01-67 END DATE 06-30-68

STIMULATION OF RESEARCH AND DEVELOPMENT IN VOCATIONAL EDUCATION, COORDINATION AMONG AGENCIES AND INSTITUTIONS CONDUCTING RESEARCH, AND DISSEMINATION OF RESEARCH INFORMATION WILL BE CONTINUED AT THE RESEARCH COORDINATING UNIT (RCU) IN MICHIGAN. THE ACTIVITIES OF THE RCU WILL INCLUDE (1) PROMOTION OF RESEARCH, PILOT, AND DEMONSTRATION PROGRAMS IN INNOVATIVE, RECEPTIVE SCHOOLS, (2) REVISION OF VOCATIONAL EDUCATION PROGRAM EVALUATION PROCEDURES, (3) CONTINUATION OF RESEARCH TRAINING WORKSHOPS, (4) CONTINUATION OF COOPERATION WITH THE RESEARCH AND DEVELOPMENT PROGRAM AT MICHIGAN STATE WITH AREA VOCATIONAL PROGRAM DE-

VELOPMENT CONSULTANTS, WITH LOCAL AGENCIES, WITH THE DEPARTMENT OF EDUCATION AND THE VOCATIONAL DIVISION, AND WITH OTHER AGENCIES, (5) IDENTIFICATION OF THE RESEARCH RESOURCES OF THE STATE, (6) AUGMENTATION OF THE LIBRARY OF RESEARCH REPORTS, AND (7) USE OF CONSULTANTS AND GUIDELINES TO MAXIMIZE THE VALUE OF THE RCU TO MICHIGAN AND THE NATION. THIS EFFORT IS EXPECTED TO REDUCE THE TIME LAG BETWEEN RESEARCH AND PRACTICE IN THE IMPROVEMENT OF EXISTING PROGRAMS AND THE DEVELOPMENT OF NEW ONES. (RS)

EP 010 996 24
A SURVEY AND PRELIMINARY COST-BENEFIT ANALYSIS IN ELEMENTARY-SECONDARY EDUCATION.

INVESTIGATOR, ASHER, HAROLD
GENERAL ELECTRIC CO., WASHINGTON,
D.C., TEMPO

BUREAU NUMBER BR-7-0979

RESEARCH BRANCH, DESR

PROPOSAL DATE 28 MAR 67

GRANT HEW-06-67-55

DESCRIPTORS *COMPARATIVE ANALYSIS, *CULTURALLY DISADVANTAGED, *EVALUATION, *INNOVATION, *PROGRAM COSTS, EDUCATIONAL PROGRAMS,

START DATE 06-30-66 END DATE 06-29-67

THIS EXPLORATORY PROJECT WILL DEVELOP AN ANALYTICAL FRAMEWORK FOR COMPARING THE BENEFITS AND COSTS OF EDUCATIONAL ALTERNATIVES. A SELECTION OF PROGRAMS CONCERNED WITH THE LEARNING PROBLEMS OF "DISADVANTAGED" PUPILS WILL BE STUDIED IN DETAIL. PARTICULAR ATTENTION WILL BE FOCUSED UPON THE

DEFINITION OF OPERATIONAL AND MEASURABLE PARAMETERS FOR ANALYSIS. TYPES AND MAGNITUDES OF RESOURCE REQUIREMENTS WILL BE EXAMINED FOR EACH OF THE SAMPLE PROGRAMS. ATTEMPTS WILL BE MADE TO IDENTIFY SIGNIFICANT RELATIONSHIPS BETWEEN PROGRAM OBJECTIVES AND CHARACTERISTICS AND THEIR RESOURCE REQUIREMENTS. RELEVANT COST CONCEPTS WILL BE FORMULATED AND APPROPRIATE COST ELEMENTS WILL BE INCLUDED. ONE REPORT WILL BE PREPARED FOLLOWING THE FIELD STUDY PHASE THAT WILL CONTAIN A DESCRIPTIVE SUMMARY OF THE PROGRAMS SELECTED FOR EXAMINATION. ADDITIONAL REPORTS WILL BE MADE AFTER THE ANALYSIS PHASE TO SUMMARIZE THE ANALYSES AND REPORT THE CONCLUSIONS REACHED. (TC)

subject index

Index

This index lists the titles of projects under the major subject terms that have been assigned to characterize their contents. The subjects, which conform to those presented in the Thesaurus of ERIC Descriptors, are in alphabetical order.

As shown in the example below, the accession number is displayed below and to the right of the title. Additional information about the document can be found under that number in the resume section.

AUDIOVISUAL AIDS

OPTIMUM PHYSICAL VIEWING CONDITIONS FOR A REAR
PROJECTION DAYLIGHT SCREEN, A STUDY OF THE
BR-6-1234 EP 000 000

Accession Number



ABSTRACT REASONING

THE IMPORTANCE OF MEMORY SPAN AND TRAINING IN REASONING ABILITY.

BR-7-1-028

EP 010 992

ASIAN MUSIC

RESEARCH PROJECT TO PROVIDE MATERIALS FOR TEACHING ASIAN MUSIC TO U.S. PUBLIC SCHOOLS AND COLLEGES.

BR-8-B-004

EP 010 990

COMPARATIVE ANALYSIS

A SURVEY AND PRELIMINARY COST-BENEFIT ANALYSIS IN ELEMENTARY-SECONDARY EDUCATION.

BR-7-0979

EP 010 996

COORDINATION

CONTINUATION OF THE STATE VOCATIONAL EDUCATION RESEARCH COORDINATING UNIT IN MICHIGAN.

BR-7-0804

EP 010 995

CULTURALLY DISADVANTAGED

A SURVEY AND PRELIMINARY COST-BENEFIT ANALYSIS IN ELEMENTARY-SECONDARY EDUCATION.

BR-7-0979

EP 010 996

DESIGN

THE CONDITIONS AND VARIABLES AFFECTING THE QUALITY OF INSTRUCTIONAL TELEVISION.

BR-7-1142

EP 010 994

EVALUATION

EVALUATION OF SELECTED ASPECTS OF A JUNIOR COLLEGE REMEDIAL READING PROGRAM.

BR-7-D-005

EP 010 993

A SURVEY AND PRELIMINARY COST-BENEFIT ANALYSIS IN ELEMENTARY-SECONDARY EDUCATION.

BR-7-0979

EP 010 996

FRESHMEN

EVALUATION OF SELECTED ASPECTS OF A JUNIOR COLLEGE REMEDIAL READING PROGRAM.

BR-7-D-005

EP 010 993

INFORMATION DISSEMINATION

ERIC DOCUMENT REPRODUCTION SERVICE.

BR-8-9009

EP 010 991

CONTINUATION OF THE STATE VOCATIONAL EDUCATION RESEARCH COORDINATING UNIT IN MICHIGAN.

BR-7-0804

EP 010 995

INNOVATION

A SURVEY AND PRELIMINARY COST-BENEFIT ANALYSIS IN ELEMENTARY-SECONDARY EDUCATION.

BR-7-0979

EP 010 996

INSTRUCTIONAL MATERIALS

THE CONDITIONS AND VARIABLES AFFECTING THE QUALITY OF INSTRUCTIONAL TELEVISION.

BR-7-1142

EP 010 994

INSTRUCTIONAL TECHNOLOGY

THE CONDITIONS AND VARIABLES AFFECTING THE QUALITY OF INSTRUCTIONAL TELEVISION.

BR-7-1142

EP 010 994

INSTRUCTIONAL TELEVISION

THE CONDITIONS AND VARIABLES AFFECTING THE QUALITY OF INSTRUCTIONAL TELEVISION.

BR-7-1142

EP 010 994

INSTRUMENTATION

RESEARCH PROJECT TO PROVIDE MATERIALS FOR TEACHING ASIAN MUSIC TO U.S. PUBLIC SCHOOLS AND COLLEGES.

BR-8-B-004

EP 010 990

JUNIOR COLLEGES

EVALUATION OF SELECTED ASPECTS OF A JUNIOR COLLEGE REMEDIAL READING PROGRAM.

BR-7-D-005

EP 010 993

LOGICAL THINKING

THE IMPORTANCE OF MEMORY SPAN AND TRAINING IN REASONING ABILITY.

BR-7-1-028

EP 010 992

MARKETING

ERIC DOCUMENT REPRODUCTION SERVICE.

BR-8-9009

EP 010 991

MEMORY

THE IMPORTANCE OF MEMORY SPAN AND TRAINING IN REASONING ABILITY.

BR-7-1-028

EP 010 992

MICROFICHE

ERIC DOCUMENT REPRODUCTION SERVICE.

BR-8-9009

EP 010 991

MUSIC

RESEARCH PROJECT TO PROVIDE MATERIALS FOR TEACHING ASIAN MUSIC TO U.S. PUBLIC SCHOOLS AND COLLEGES.

BR-8-B-004

EP 010 990

PHOTOGRAPHS

RESEARCH PROJECT TO PROVIDE MATERIALS FOR TEACHING ASIAN MUSIC TO U.S. PUBLIC SCHOOLS AND COLLEGES.

BR-8-B-004

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PHOTOGRAPHY

ERIC DOCUMENT REPRODUCTION SERVICE.

BR-8-9009

EP 010 991

PROGRAM COSTS

A SURVEY AND PRELIMINARY COST-BENEFIT ANALYSIS IN ELEMENTARY-SECONDARY EDUCATION.

BR-7-0979

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READING TESTS

EVALUATION OF SELECTED ASPECTS OF A JUNIOR COLLEGE REMEDIAL READING PROGRAM.

BR-7-D-005

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ERIC DOCUMENT REPRODUCTION SERVICE.

BR-8-9009

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REMEDIAL READING

EVALUATION OF SELECTED ASPECTS OF A JUNIOR COLLEGE REMEDIAL READING PROGRAM.

BR-7-D-005

EP 010 993

RESEARCH COORDINATING UNITS

CONTINUATION OF THE STATE VOCATIONAL EDUCATION RESEARCH COORDINATING UNIT IN MICHIGAN.

BR-7-0804

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RESEARCH NEEDS

CONTINUATION OF THE STATE VOCATIONAL EDUCATION RESEARCH COORDINATING UNIT IN MICHIGAN.

BR-7-0804

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RESEARCH REVIEWS (PUBLICATIONS)

THE CONDITIONS AND VARIABLES AFFECTING THE QUALITY OF INSTRUCTIONAL TELEVISION.

BR-7-1142

EP 010 994

TAPE RECORDINGS

RESEARCH PROJECT TO PROVIDE MATERIALS FOR TEACHING ASIAN MUSIC TO U.S. PUBLIC SCHOOLS AND COLLEGES.

BR-8-B-004

EP 010 990

TESTS

THE IMPORTANCE OF MEMORY SPAN
AND TRAINING IN REASONING ABIL-
ITY.

BR-7-1-028

EP 010 992

TRAINING

THE IMPORTANCE OF MEMORY SPAN
AND TRAINING IN REASONING ABIL-
ITY.

BR-7-1-028

EP 010 992

VOCATIONAL EDUCATION

CONTINUATION OF THE STATE Voca-
TIONAL EDUCATION RESEARCH COOR-
DINATING UNIT IN MICHIGAN.

BR-7-0804

EP 010 995

investigator index

This index lists projects under the name of the investigators responsible for them. The index is arranged in alphabetical order by the person's last name.

As shown in the example below, the accession number is displayed below and to the right of the title. Additional information about the project can be found under that number in the resume section.

JASPEN, NATHAN

OPTIMUM PHYSICAL VIEWING CONDITIONS FOR A REAR
PROJECTION DAYLIGHT SCREEN, A STUDY OF THE
BR-6-1234 EP 000 000

Accession Number



ASHER, HAROLD

SURVEY AND PRELIMINARY COST-BENEFIT ANALYSIS IN ELEMENTARY-SECONDARY EDUCATION, A
BR-7-0979

EP 010 996

TO U.S. PUBLIC SCHOOLS AND COLLEGES.

BR-8-B-004

EP 010 990

TIONAL EDUCATION RESEARCH COORDINATING UNIT IN MICHIGAN.

BR-7-0804

EP 010 995

CARPENTER, C.R.

CONDITIONS AND VARIABLES AFFECTING THE QUALITY OF INSTRUCTIONAL TELEVISION, THE
BR-7-1142

EP 010 994

KOPPA, CHARLES J.

ERIC DOCUMENT REPRODUCTION SERVICE.

BR-8-9009

EP 010 991

LOSACK, JOHN G.

EVALUATION OF SELECTED ASPECTS OF A JUNIOR COLLEGE REMEDIAL READING PROGRAM.

BR-7-D-005

EP 010 993

CURTISS, MARIE J.

RESEARCH PROJECT TO PROVIDE MATERIALS FOR TEACHING ASIAN MUSIC

LANGDON, CHARLES L.

CONTINUATION OF THE STATE VOCA-

WHIMBEY, ARTHURE.

IMPORTANCE OF MEMORY SPAN AND TRAINING IN REASONING ABILITY, THE
BR-7-I-028

EP 010 992

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institution index

This index lists the titles of projects under the institution responsible for them. The index is arranged in alphabetical sequence by the name of the university, agency, association, etc. As shown in the example below, the accession number is displayed below and to the right of the title. Additional information about the project can be found under that number in the resume section.

PENNSYLVANIA STATE UNIV.

OPTIMUM PHYSICAL VIEWING CONDITIONS FOR A REAR
PROJECTION DAYLIGHT SCREEN, A STUDY OF THE
BR-6-1234 EP 000 000

Accession Number



CALIFORNIA STATE COLL., HAYWARD

IMPORTANCE OF MEMORY SPAN AND
TRAINING IN REASONING ABILITY.,THE
BR-7-1-028 EP 010 992

GENERAL ELECTRIC CO., WASHINGTON, D.C., TEMPO

SURVEY AND PRELIMINARY COST-BENEFIT ANALYSIS IN ELEMENTARY-SECONDARY EDUCATION.,A
BR-7-0979 EP 010 996

MIAMI-DADE JUNIOR COLL., FLA.

EVALUATION OF SELECTED ASPECTS

OF A JUNIOR COLLEGE REMEDIAL
READING PROGRAM.
BR-7-D-005 EP 010 993

MICHIGAN ST. BOARD OF EDUCATION, LANSING

CONTINUATION OF THE STATE VOCATIONAL EDUCATION RESEARCH COORDINATING UNIT IN MICHIGAN.
BR-7-0804 EP 010 995

MICROCARD CORP., ROCKVILLE, MD.

ERIC DOCUMENT REPRODUCTION
SERVICE.
BR-8-9009 EP 010 991

PENNSYLVANIA STATE UNIV., UNIVERSITY PARK

(FORMERLY NAMED PENNSYLVANIA STATE COLL. - 1953.)
CONDITIONS AND VARIABLES AFFECTING THE QUALITY OF INSTRUCTIONAL TELEVISION.,THE
BR-7-1142 EP 010 994

SYRACUSE UNIV., N.Y., SCHOOL OF MUSIC

RESEARCH PROJECT TO PROVIDE MATERIALS FOR TEACHING ASIAN MUSIC TO U.S. PUBLIC SCHOOLS AND COLLEGES.
BR-8-B-004 EP 010 990

accession numbers

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This list will be published on a cumulative basis in each monthly issue during 1968. A cumulative accession number list for all previous issues of RESEARCH IN EDUCATION was published in the ANNUAL INDEX of RESEARCH IN EDUCATION, 1967. Thus, the cross-reference list of each edition used in conjunction with the cumulative list in the ANNUAL INDEX will provide readers with complete cross-references for all documents in the ERIC system.

Clearinghouse Accession Number	ERIC Document Number	Clearinghouse Accession Number	ERIC Document Number
AA000101	ED012349	AA000137	EC012385
AA000102	ED012350	AA000138	ED012386
AA000103	ED012351	AA000139	EC012387
AA000104	EC012352	AA000140	ED012388
AA000105	EC012353	AA000141	ED012389
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AA000110	EC012358	AA000146	ED012394
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AA000112	EC012360	AA000148	ED012396
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AA000126	ED012374	AA000162	ED012802
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AA000135	ED012383	AA000171	ED012811
AA000136	ED012384	AA000172	ED012812

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CG000176	EC012931	CG000772	EC013461
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EC001476	EC013523	FL 000340	ED013563
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EF000078	EC013535	FL 000365	ED013023
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JC660349	ED012601	JC670494	ED013071
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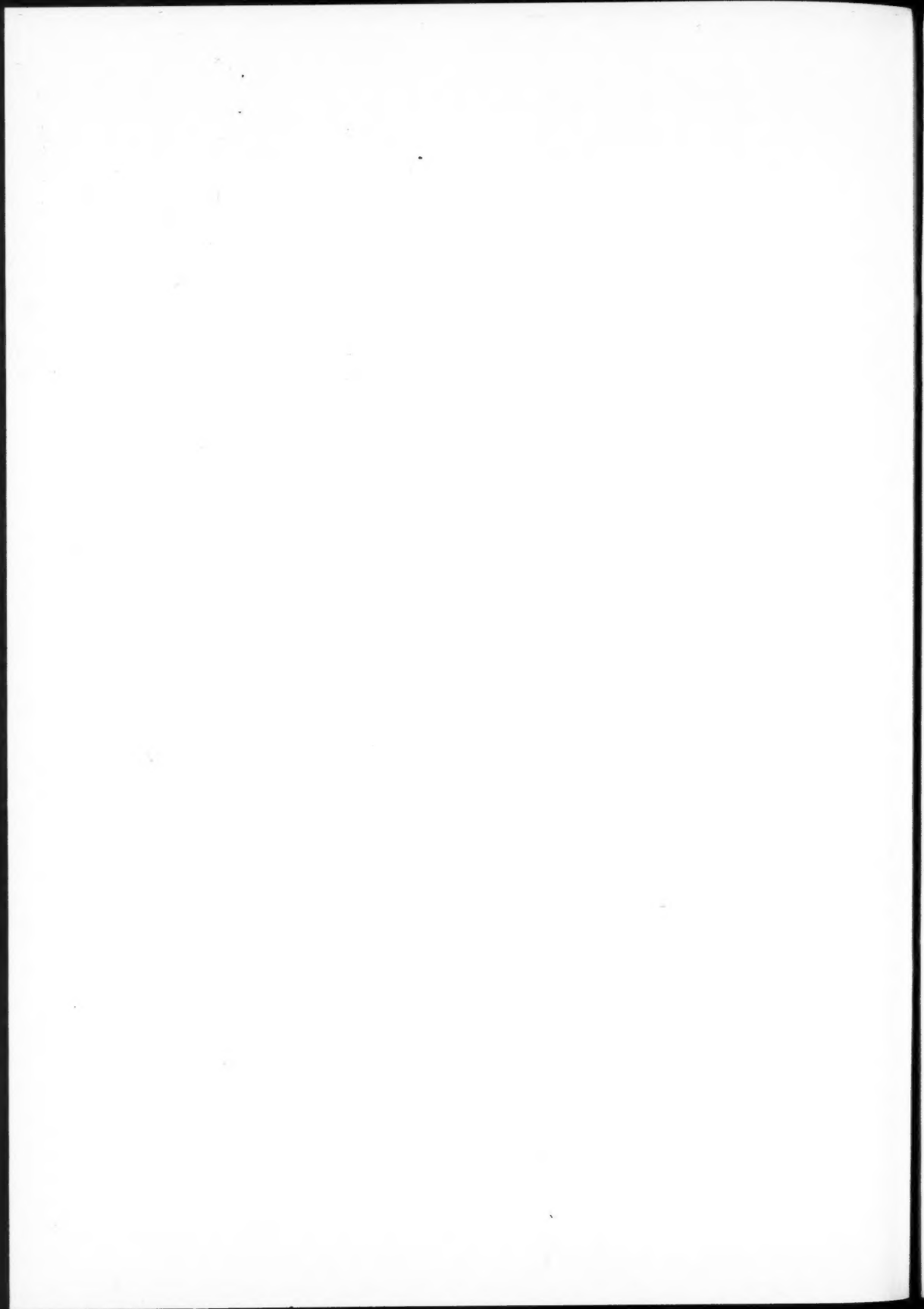
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